

Break

Animal crackers

Mike Hanson's brief spell as a director of the London Zoo may still lead to a major expansion of its education activities, in spite of his sudden resignation. He is going, after less than a year, "for personal reasons" after a difference of opinion with the Zoo's president, Lord Zuckerman.

His ideas on the Zoo's future, which include a plan for the development of comprehensive and highly imaginative services in schools—including projects linked with museums and scientific institutions—will still go to the Zoo's council, however.

Mr Hanson proposes that the Zoo should encourage children to have direct contact with animals—not the child calling ones; and that there should be a great deal more educational material, both in the form of information displays and follow up publications. The sort of projects he has in mind are an overall study of flight which would involve the British Museum's pterodactyls and Pteranodon, and aircraft designs as well as the Zoo's.

Among these personal matters is Hanson's post as an adviser to the House of Commons Select Committee on Employment: he has refused to see any incompatibility in continuing to carry out this unpaid but influential role and earning his keep at the Zoo. If, as is said, he was forced to choose, it was inevitable that he should put his loyalty to the young unemployed before what he might have achieved for the Zoo's animals and their admirers.

Hanson is, in fact, better known to readers of the TES School to Work page as the Manpower Services Commission whizz kid who thought up the idea of giving youngsters work experience after leaving school as a constructive alternative to the dole.

A career civil servant, his success in setting up and running the temporary work experience programme—circumstances of the present Youth Opportunities Programme which he also helped devise—earned him promotion two years ago to 35 as assistant secretary as regional manpower director for Greater London, commencing him as a high flier.

He developed a remarkable talent for living with both camps—regarded by the MSC's radical critics in the youth employment lobby as on their side while earning the conservative approval of his civil service bosses.

Both lots were dismayed when he threw up the MSC job last September to go to the zoo as its



Mike Hanson: Zoo time nearly up.

Social Democrat solidarity

"I know that on this kind of occasion in England I should start with a joke," said Joachim Ruffert, a deputy in the Hildesheim parliament. But on the subject of education, he did not joke.

The occasion was a seminar at Brunel University where West German Social Democrats and English Social Democrats got together to discuss the interlinked education policy questions of participation and control, equality, and education and the economy.

The English fielded Shirley Williams and Ann Sofer, chairman of the IEA schools sub-committee, as political forwards; Professors Chubb Halsey and Maurice Kogan as academic backs; and wingers like Margaret Maden, head of Islington Green, and the NUT's education man, Alan Evans.

The Germans seemed a similar group: three members of regional parliaments, specializing in education (in Germany education is run by the Länder), an ex-Minister of Education for Hesse (now a sociology professor), a professor of government, a trade unionist—the DGB's education specialist—and an attacking education journalist.

Ludwig Friedberg, the ex-Minister, said at one point that comparisons were impossible: the systems were too different. But most participants found plenty of points of comparison—not least the pessimism about social policies to be sold during election campaigns.

Shirley Williams was deeply gloomy: "We're underestimating the scale of what we're running

into. The trade unions and professional organizations now exist to preserve their own position. Considering the strength of the German Social Democrats in pre-election opinion polls, and their country's economic strength, the Germans shared this depressed view to a surprising extent. Joachim Labmann, deputy at the Schleswig Holstein parliament, was the only person who talked of the possibility of real change in the content and aims of education: of education for liberty, equality and solidarity (the strong German word for fraternity).

West Germany still has a mainly rigid stratified system with four years of elementary school, followed by a choice at 10 between grammar schools, technical high schools, and secondary moderns.

The selective experiments in the late 1960s and early 1970s, which put 8 per cent of children into comprehensive (Hamburg has the

Tropic of curriculum

"If I were running a school, I would begin with games of skill, with song, dance, acting, boxing, wrestling and a knowledge of the handicrafts."

How's that for a core curriculum? But Henry Miller never did run a school, though—as he did several other things. Yet in his later years he seems to have had a touching faith in education as a means of changing the world. Early in the sixties he declared: "The only possible revolution, the only worthwhile revolution, must be created not by politicians or military but by educators."

The remark appears in a little pamphlet entitled "What Leading Educators, Authors and Psychologists Say about Summerhill", put out to publicize the appearance of A. S. Neill's book in the States.

Paul Goodman, Sir Herbert Read and Carl Rogers were among the gurus wheeled in to say things. But Miller went one further than the others. He gave Neill money to help him maintain Summerhill.

This fact emerges from correspondence between the two rebels, which is written in Neill's life for Routledge, has been given to "Neill obviously took greatly to the iconoclast in Miller, calling him the most human guy I've ever met". They met only once, in a London restaurant, when Miller gave Neill a thousand dollars. He recalled last year the immediate

kinship he and Neill felt for one another—"like brothers in mind and spirit" was the way he put it. And that did Neill feel about Henry Miller's vision for a school? "Of course, no. I'd suck all my teachers of history, geography, English and maths, and would teach exactly what you prescribe."

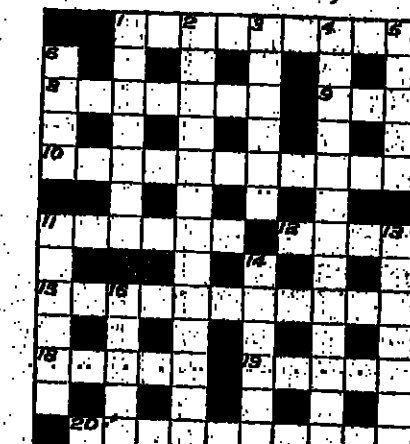


From his smile he's found a new hiding place for the text book.

Next week

■ Gabriel Chanaud on public sector personal values and the curriculum
■ Pressure groups: Adam Hopkins on the National Association for Multiracial Education. ■ Books: Margaret Drabble reviews 'Joy Tamers' and 'Adultery in the Dawn' by Colin Ward. ■ Tessa Blackstone reviews some recent studies in social policy. ■ Extra: Environment Studies.

Crossword No 1,192



Across
1 The way a golfer hits to his ball (10)
3 Church office half way to Rome (7)
10 Poetical intentions of roadside hens (5)
12 Hour income (6)
15 The event, garden etc at the opposite pole (13)
16 Brushwood for cleaning (5)
19 Pedestrian's discovery: sort of supercilious smile (7)
20 Hangers on (10)
Down
1 Attitude of year 1

John Graham

THE TIMES Educational Supplement

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Teachers warned on book contract

Advertisements have appeared on school noticeboards in the South-East seeking teachers to write O level revision texts. During interviews, the prospective authors are told they could earn up to £10,000 a year. Lawyers, however, have criticized the contract teachers have been asked to sign. Sarah Bayliss reports.

Chance of '£10,000 a year'

An "unusual" and "profitable" opportunity for school teachers to make money in publishing has aroused concern among legal experts.

The opportunity was advertised last week by a partnership—Richard Mackenzie Associates—in a letter to comprehensive head teachers in the South East dated June 16.

It said that teachers with ability to write a new series of revision texts for eight different subjects at O level. "A high degree of urgency is inherent in this project as the subject matter must be ready for production by September, 1980". It was asking you to help in locating experienced, successful O level teachers who feel confident that their own teaching ability can match the demands of this unusual and profitable opportunity.

The letter invited teachers to an informal interview at a North London hotel on Saturday, June 21. Head teachers in at least three schools in inner London, Basingstoke and Rushmore, Essex, passed the letter on to staff. It is understood that about 40 teachers attended for interview.

Teachers who have since contacted the firm say that during interviews they were asked to decide "as soon as possible" whether they would be offered work to document "biology" (then to Mr Donald Haydon and Mr Keith Davis, partners in the firm of Richmond Mackenzie Associates, in a number of ways).

The document, written in question and answer form, was a questionnaire which teachers were asked to complete. It was a questionnaire which teachers were asked to complete. It was a questionnaire which teachers were asked to complete.

Mr Crossman denied they were recommended to seek legal opinion. Mr Haydon went on: "It is a very binding agreement. That's not an accident, that's intentional. It's designed to ensure that the work is done properly and to the satisfaction of the firm."

Mr Crossman said that the firm was not a publishing company but had publishing backers who would not publish the work unless it was of a high standard. He said that the firm was not a publishing company but had publishing backers who would not publish the work unless it was of a high standard.

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Caught in the act during the recent National Association of Boys' Clubs canoe test on the river Wye.

Secondary schools launch fund-raising drive for visits

by Sandra Hempel

Professional fund-raisers, adept at launching appeals for independent schools, are turning their attention to the virtually untapped state sector.

Thirty secondary schools in Bristol are well ahead with appeal plans. Their schemes, to be officially announced in October, will provide funds for extra-curricular activities, such as overseas trips and educational visits. The schools did not wish to be named until parents have been informed.

Last week a group of 30 head teachers, all members of the south west branch of the Secondary Heads Association, attended a seminar where a Bristol headmaster told how his school had raised £25,000 on the advice of a Hertfordshire-based firm.

The firm, Crigmore, gave its services free to Pilton High School after the school had answered a magazine advertisement announcing its activities. Pilton was a guinea pig for Crigmore's first major venture in a state school.

The firm's scheme to follow Pilton will, however, be paying fees, quoted as a fixed sum for the task of setting up and launching the appeal, and based on the estimated time involved. The total cost to each of the schools, including fees, administration, and so on, will be around £2,000 to £2,500.

For this outlay, a comprehensive school of about 1,500 pupils can expect to raise around £20,000 to £25,000 in the first year, according to Crigmore's south west director, Mr David Perkins.

The firm's scheme, which is being used as a blueprint for the other three schools, involves registering the appeal fund as a charity and inviting parents to make seven-year contracts to the school. The school then has the advantage of an accumulation of funds which can be used for extra-curricular activities.

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Platform

As Mrs Thatcher's waste disposal machine sweeps through the Civil Service, Philip Venning looks at one area where expansion would be welcome

The figures that count

In the next few weeks the efficiency expert from Marks and Sparks, Sir Derek Rayner, is expected to tell Mrs Thatcher that there are plenty of civil servants doing unnecessary jobs, and many of them can be found in Government statistics offices.

The threat of cuts in the Department of Education's small statistics branch provides a long overdue chance for a discussion outside the narrow confines of Whitehall about whether the education figures it publishes are the ones people want. The consensus seems to be that on many crucial policy issues they are not.

Part of the layman's dissatisfaction stems from the split between nationally and locally published figures, and there is now a strong case for creating a proper unified set of education statistics. But an improved statistics service will almost certainly require more money, not less, and this is not an improvement (and extra expenditure) which the current exercise in the DES is about.

If the department is to resist the cuts, it may have to look long and hard for friends. Many heads in their school secretaries, expressed by the choice of filling in Form 250 (the main source of most published school statistics), may actually rejoice at the news of a suggested cut. More probably, the business may simply have to be its wounds unscathed by all but a tiny band of specialist researchers and policy-makers.

The problem facing the statisticians is that it is difficult, if not impossible, to prove which figures are essential—there is always a case for trimming at the margins. But in practice the case for education statistics is made indirectly to the individual educational experience of children, of whose educational statistics could be quite real. Statistics are the eyes and ears of the DES. They show what is really happening behind the rhetoric, and it is only on this basis that proper policy decisions can be made and forward planning undertaken.

The statistics have another important function. The published figures—perhaps as little as a per cent of all the data collected by the DES—are vital if a wider public is to understand and debate the issues from an informed point of view. Adequate statistics strengthen the hands of the educational reformers, and they should be used in their opposition to any ill-considered cuts. Now the time when anyone who has found the statistics useful should get up and say so, and make sure the DES is aware of it.

The danger is that in its efforts to find savings a department will tend to safeguard those statistics used internally for its own planning and security, at the expense of the luxury of disseminating figures to an outside audience.

Of course, the DES has room to spruce up, and since Barry Wakefield took over as head of the statistics branch last year he has been keen to make sure that policy collecting and publishing figures remains under regular review.

Even if the department decides that it must continue collecting the same range of figures it does now (and presumably saving that unpublished 95 per cent there must be some which is pretty optional), there are ways of saving money without so drastic a loss of efficiency. One would be the increased use of sampling. Figures on school, pupil and teacher numbers are based on a census (every school takes part) while data on school-leavers and exam results come from a 10 per cent sample. A rather larger sample might be suitable for the future.



DES statistics: under the eye of Sir Derek Rayner.

In other departments Sir Derek Rayner's team have been looking closely at whether figures needed to be collected quite so often (monthly for many employment figures, for example). Education figures are normally only collected yearly, but even some of these change sufficiently slowly (for example, the number of books in university libraries) to allow a wider gap between the one set of figures and the next.

The main DES statistical publications, to be found on the bookshelves of super keen headmasters, are six glossy volumes covering schools, school leavers, further education, teachers, and universities (as well as a volume of United Kingdom figures). They were introduced in 1965, the year when the DES was set up, and have since then been revised and expanded. The DES has been growing, and though new tables have come and gone, they have stayed much the same since then.

A shortcoming, and one facing anyone trying to work out some new way of collecting and publishing figures, is that the choice of tables inevitably reflects in part the fashions and concerns of the day. In 1965, the central government was still preoccupied with the 'wages over heads' so the tables chosen then concentrate on numbers of schools, of teachers, pupils and students.

They did try to guess which figures might be wanted in the future, and sometimes they were wrong. A good example are regional figures, which are now recognized to be of little use to anyone. Had local government reorganization in 1974 and the devolution of education, they would have been valuable to have had stretching back into the past.

Another weakness of the published figures is that they suffer from the responsibilities of the DES, and not really a national educational statistics service. Until recently the official view seemed to be that matters of individual local authority figures should be published by the local authorities themselves. It is just this sort of data which would have been valuable to have had stretching back into the past.

The recent political decision to give the Welsh Office control of Welsh education statistics has produced a further fragmentation, which hinders the comparison of figures between England and Wales figures extremely awkward.

Perhaps the most common complaint is that the DES statistics are asking, and have been of limited

value on many of the great public debates of the moment.

The best example is the controversial issue of selective schooling and the performance of comprehensive schools. It was always a mystery to visiting educationalists and the general public in the past that there was no way of knowing how many children passed the 11 plus in different local authorities.

Recently statistics have been used most freely in public for the long running row about the performance of comprehensive schools, which exam results purport to provide the only real statistical measure. In this case there are plenty of tables in the published volumes, but in practice much of the information is not quite suitable for the job.

Figures for exam results are only those of leavers, and it is difficult to follow the academic progress of a particular age group through the education system. This is partly a technical problem, but some better way should not be beyond the wit of the statisticians.

In general the published volumes are short on comparative data—on time series which show how things are changing, and on tables broken down by local authority.

Most local authority figures are collected by the Chartered Institute of Public Finance and Accountancy, and originate in county treasurers' offices.

No doubt one reason there has been an official reluctance to publish more comparative figures is the fear that they will be used for just that purpose—that there will be an increase in the number of politicians' embarrassing league tables of the kind already published for pupil-teacher ratios and capitulation.

And anyone brave enough to quote these figures must get an aggravated letter from the chief education officer disputing them.

Probably the most irritating part of the present system is the lengthening delay over publishing the six volumes (for which the printers are partly to blame). Figures two or three years out of date are of limited value in current discussions of education issues. The DES has recognized this and in 1978 started issuing a regular series of brief statistical bulletins, containing a small selection of more recent tables. This has been a welcome reform, and there may now be a case for an expanded system of education bulletins based on this model. It would be more up to date than the volumes and much more readable. It would not be a match for the picture that the bulletins on their own.

It has been said that only a limited number of academics and local

authority planners ever use the volumes (and only small parts of them at that), and most of them probably have private arrangements with the DES to obtain computer print-outs of other unpublished material. Might it not make more sense to do away with the volumes completely and rely instead on a minimal set of publications, backed up by a system of 'statquest' (with six index to show what is available)?

This is the kind of attractive but dangerous argument that may well appeal to Sir Derek. Certainly the present volumes are over-saturated, but abolishing them would restrict access to a tiny professional coterie. As those who wish to permit browsing are of far more value than closed stacks where the reader has to know in advance exactly what is wanted.

Democratic control of the education system, increased involvement by parents and teachers in shaping education policy, all depend on an informed debate which in turn depends on a full range of statistics, widely and easily available. Far from cutting the DES statistical publications, the Government should be willing to expand them into new areas.

How can anyone debate one of the main issues of the coming decade, the future of the sixth form, without figures on the unit costs of sixth forms, sixth form colleges, further education, and tertiary colleges? The HM Inspectorate collects large quantities of figures about teaching and curricula practices. Could these not be included from time to time?

Why not publish figures from non-traditional sources, such as local authority manpower? What figures on the number of teachers employed by LEAs? Or General Household Survey figures on the social class background of pupils? This requires a more positive policy of selling the statistics to the general reader, abandoning the idea of statistics solely for planning.

The Department of Employment is an excellent example. It has a much more Catholic approach to figures. Its monthly Gazette draws on figures from many sources, as well as including its own fuller set of statistics. Is there not now a case for an expanded system of education bulletins based on this model? It would be more up to date than the volumes and much more readable. It would not be a match for the picture that the bulletins on their own.

NEWS

Labour's plans 'plain daft' says Carlisle

by Biddy Passmore

Labour's plans for independent schools are "vindicative, violent, inequitable and just plain daft", Mr Mark Carlisle, Education Secretary, said last weekend.

Speaking at the Conservative National Advisory Committee on Education, Mr Carlisle made a lively attack on the Opposition plans, which have been leaked in the press but have not yet been published or approved by Labour's national executive committee. The proposals to kill off independent schools by slow strangulation stand at the very root of individual freedom and responsibility, he said. In a close reference to Mr. Keith McNamara's difficulties with the Labour Party over his son's education at Appleton College, Mr Carlisle said that, under a Conservative government every parent would have a choice of education, and choose the best education for his child.

Mr Carlisle kept his strongest fire for the plan to charge independent school pupils full cost fees at university, an option which Labour has already decided to drop. He said it was "cray" to argue that a child who is brought up in a British home and speaks English should be allowed to benefit from free university education if they sent their son to an independent school, and people living abroad and paying a British taxes should have a subsidised place.

He also condemned the proposal that independent schools should pay for the cost of their teachers' degrees. Presumably, Mr Carlisle joked, the independent school would get its money back if it were to send its son to a school. "But why stop at teaching?" he asked. The principle could be extended to all forms of private industry would have to pay for the education of their recruits, while the civil service would not be sure-fire scheme to warm the hearts of any left-wing socialist.

Finally, Mr Carlisle attacked the plan to remove tax benefits from the independent schools by taxing away the independent schools' tax-exempt status. "We are not some special hand-out to taxpayers' money made to independent schools," he said.

The money will go mainly towards the school which the aim is to "restore the situation in which every pupil had his or her own copy of the required texts", it adds. Parents who would face difficulties in paying are asked to tell the school.

This appeal uses moral blackmail, said Mr Tony Miller, Midlands official of the National Union of Teachers. "It also borders on illegality. The pressure should be directed at the local education authority to provide what is necessary not at the parents."

The charge of blackmail was also made by a parent with two children at a school, Mr Terry Fryer. Mr Fryer resigned last year as secretary of the Parents' Association because he was "disgusted with the schools threatened by closure."

Call to merge training in Ulster

by Paul McGill

A merger of Catholic and Protestant teacher training institutions in Northern Ireland—where the two religions are separated—is proposed in a report of the Independent Education Review Group, out this week.

Teachers in largely segregated schools in Northern Ireland would have experienced of a wider social environment than in the report says. It says the mixing would be incompatible with the preservation of a distinctive denominational ethos.

This individual colleges would have a far more viable future, says the report. Total number of teachers in Northern Ireland will be 620, fewer than in the number five years ago. The report says that the Queen's University and the University of Ulster should merge. Mr. St. Joseph's should merge with the Belfast Centre for Teacher Education on the site where the millis now stands.

The review group, chaired by Henry Cliverson, says it had heard of the merger of the distinct denominational colleges and the need for Catholic schools and the need for a more unified control. Although it is strongly against single campus for teacher education, it says that in Northern Ireland, where each college on its own should be allowed to state its own aims and administrative

NEWS

Parents 'disgusted' over £9 a head textbook 'blackmail'

by Sandra Hempel

The school which is asking parents for £9 a head for textbooks has been accused of blackmail.

The school, Tudor Grange comprehensive in Solihull, as revealed in The TES last month, sent letters to parents signed by the headmaster, the chairman of the parent-teacher association and the chairman of the board of governors asking for a fixed contribution towards a textbook fund. The decision was made at a meeting of the Parents' Association, chaired by the headmaster, Mr Roy Fulton and attended by staff and governors.

The letter reads: "It is proposed to ask for a contribution of £3 for each pupil per term as from the beginning of the autumn term, 1980. Such a contribution must be voluntary but, to be effective and fair, needs to be made by all parents who have a child here, except where there is real financial difficulty."

The money will go mainly towards the school which the aim is to "restore the situation in which every pupil had his or her own copy of the required texts", it adds. Parents who would face difficulties in paying are asked to tell the school.

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way the school was continually asking parents for money. Mr Fryer said he has not yet decided whether to pay the money. "My inclination is not to pay but I do not want the children to suffer."

Another parent with one son at the school who did not want to be named said that she had paid, although she deplored doing so. "My son's French book fell to pieces in his third week at the school. He then came home with some very difficult geography homework which he had to do that night because he had to pass the book on to someone else the next day."

The headmaster, Mr Roy Fulton, would not comment, but the school's NUT representative, Mrs Diane Withers, said that the staff supported the request. "The headmaster is doing his best for the children," she said. Textbooks in all subjects are falling apart and need to be replaced.

Despite a cut in the budget of £20,000 there had been no drastic cuts in teachers, he said. "I cannot understand this obsession with books," Mr Herd said. "One hundred years ago there were hardly any school books and no one complained. Our idea is to provide teachers with the books they need. It is most strong parents always manage to find hundreds of pounds for school holidays and trips."

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The letter reads: "It is proposed to ask for a contribution of £3 for each pupil per term as from the beginning of the autumn term, 1980. Such a contribution must be voluntary but, to be effective and fair, needs to be made by all parents who have a child here, except where there is real financial difficulty."

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Survey was cooked-up, say campaigners fighting ILEA break-up

by Sarah Bayliss

Parents campaigning to save the Inner London Education Authority claim a borough-run opinion poll has been "cooked-up" to support the case for break-up. They are now challenging Wandsworth borough council to hold a referendum.

Mr Christopher Chope, Wandsworth's Conservative leader, claimed last week that more than two-thirds of his electorate approved the council's plan to pull out of the ILEA and to run schools locally.

He said his evidence came from a questionnaire mailed to a random selection of 1,200 voters in Wandsworth, which has 112,000 households. Just over half—799—replied and 72 per cent were in favour.

The question read: "There is a view that the administration of education in Wandsworth is too remote, bureaucratic and secret and that there is rising dissatisfaction with standards despite extra spending."

It (Wandsworth Council's) aim is to bring education in the borough under local control, giving Wandsworth parents a much greater say in how their children's schools are run, and the opportunity to influence policy at the same time as enabling teaching and school standards to improve. Do you agree or disagree?"

Mr Chope said the sample was in line with those used in government opinion polls and was "reckoned to produce an almost accurate assessment of overall public opinion."

He said: "I am pleased. This is the voice of the silent majority speaking at last."

However, Wandsworth Association of School Parents says the result was manipulated. "It's a very cleverly worded question asked in a way that would be difficult to disagree with. Of course we would all like more parental involvement and improved standards but there is no proof that the disbanding of ILEA would achieve these things," said spokesman Mr Trevor Hutton. W.A.S.P. will now challenge Mr Chope to carry out a referendum in the borough—a request which he rejected earlier this year on grounds of cost.

The ministerial committee of Inquiry into the workings of the ILEA, chaired by Lady Young, continues to receive evidence up to the end of June.

Teachers at the Samuel Rhodes School for slow-learning in Islington have written to Lady Young denouncing the high standards and reputation of special schools which reject ILEA's central organisation.

Kensington Liberal Party support the retention of a central education authority but want to see some reforms. The Secondary Heads Association council support a unified Conservative say the ILEA needs urgent reform but that the devolution of power would be very expensive. The London branch of the Association says the break-up is "a plan for educational disaster and madness" and have submitted a statement against, also signed by 45 other trade unions and professional associations.

Personal column

John Rae Wind of change

It is the season of Speech Days and as I am spread this annual 'famine' I consider it my duty to provide a draft address for less fortunate colleagues.

"My Lord Mayor, my Lord Bishops, my lords, ladies and gentlemen, and members of the school, before I can begin my address I wonder if I could ask those of you on the outside end of the cup to move your foot firmly on the bottom of the cup nearest to you. The bursar has quite rightly tried to economise this year by hiring the cheaper model of champagne, and we do not want it to blow away at the first gust of wind. (Laughter.)"

It is my very pleasant task to thank you, my Lord Bishop, for your sermon in the cathedral this morning. It was, as I am sure you said, a very fine sermon. As Dr. Rook, the great nineteenth century preacher of this school, used to say: "Whether you whisper low or loudly, speak wisely or do as you please at all."

Thank you, my Lord, for being so kind as to have a good word for me and for saying in such a way and in such a manner: "I am sure you will be a great help to the school."

Now turn to the review of the year. I am sure you will find it a most interesting and important one. It is a year of many changes and many achievements. It is a year of many changes and many achievements. It is a year of many changes and many achievements.

The review group, chaired by Henry Cliverson, says it had heard of the merger of the distinct denominational colleges and the need for a more unified control. Although it is strongly against single campus for teacher education, it says that in Northern Ireland, where each college on its own should be allowed to state its own aims and administrative

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"There seems to be a storm coming. A special word of thanks to Mr. Thicknesse—the one holding the third pole from the front on your right—who has coached the school's history and Latin. At Greyfriars we play games for their own sake. Other schools may play to win. We just win. (Renewed applause.) And that I think sums up the tradition of the school: excellence without fuss. It is a great tradition and one that I have been very fortunate to inherit. My predecessor, whom we are delighted to see here today, (Sporadic applause) handed on to me a going concern and I want to take every opportunity of thanking him publicly for all that he did for his three years as headmaster."

"The governors are the best that any school and headmaster could desire. I am only sorry that the chairman, Arthur Cruick, cannot be with us this afternoon because, as some of you know, he died unexpectedly during the singing of the final hymn in the cathedral this morning."

"I think it would help if some of the fathers standing in the centre of the marquee could stand up and put their weight against that side of the large poles. Thank you. Hold on to your seats, ladies and gentlemen, it takes more than a storm to knock the headmaster of Greyfriars out of his stride. (Laughter and applause.)"

"We certainly have had a fine storm this year. We had hoped, today, to be laying the foundation stone of the Abbot Ben Chazay School. Sadly, that project has been cancelled following the utterly irresponsible television film 'Death of a Princess' (Greyfriars is laughing and applauds.)"

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only one of a number of public schools whose development plans have been cut short by the unfortunate outbreak of the war. The headmaster's conference has sent an unqualified apology and has offered to present a copy of the 'Raidy Film' to the school. I have written personally to Sir John Ben Chazay to assure him of my deepest regrets and to remind him that the public schools of this country have a long tradition of welcoming boys of different faiths. (Heard.)"

"Would those in the front row please reach forward to hold down the flower pots. The flowers, like the marquee, are on hire. We are going to carry by ladies and gentlemen. The marquee will go any minute but there is no cause for alarm."

"Ah! There she goes. Please remain seated. We can do without a marquee. I would like to take this opportunity of thanking those members of staff who were holding the poles. I hope they will find their way back to the school in due course."

"Now it is my great pleasure to welcome our guest speaker, the officer commanding the SAS Regiment. My well-wishing ladies and gentlemen that he is unable to show his face, hence the frogman's suit and mask he is wearing. But, though he has to remain anonymous, I can tell you, on the highest authority, that he was educated at one of our leading public schools. (Applause.) That should not surprise us. Our public schools have always tried to inculcate and never more successfully than now, the spirit of service to the community. Service to the community."

"Here comes the rain. Will second master please bring the umbrellas for the ladies. Our guest speaker is I am glad to say, well-dressed for the occasion. He is going to present the prizes and then, a few words to start the evening. Where the hell is the weather? (In 'The King's Head' laughter and applause.)"

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Keep these ladies in a safe place

Diane Spencer reports on two discrimination claims by physically handicapped

Student will fight 'unfit' decision

Student teacher Hilary Stevenson received a shock report at the end of her year's course at Midlands College when she was told on her last day that, despite an impeccable academic record, she was unfit to teach and become a qualified teacher.

Miss Stevenson, aged 30, has been a sole victim since she was eight months old and is confined to a wheelchair.

She has two degrees, one awarded by the Open University, the other from Birmingham University—a lower second class honours in psychology—and she wanted to qualify as a teacher in order to pursue a long cherished ambition of becoming an educational psychologist.

She and Mr Bruce George, her MP, have decided to fight in the open after campaigning for nearly a year through the usual channels. (She should have qualified last July.) Mr George is about to present Mr Mark Carlisle, the Education Secretary, with a document of her case.

Particularly upset by the news were pupils of Three Crowns Special School for the physically handicapped in Walsall where Miss Stevenson spent six weeks on a language project for her degree.

The head of Three Crowns Special, Miss Patricia Luxton, said: "It is a terrible loss to the profession. My pupils were upset at what happened to one of their ilk. They think if that can happen, to her what are my chances?"

Miss Stevenson was stunned by her failure because during her course she was never given any hint that she was not making the grade.

At no time did the college question her academic ability, and during her three teaching practices in different schools, she had two pupils, she got the impression that she was coping adequately.

I was particularly sensitive to the attitudes of the staff because of the handicaps I had to make of them; but everyone seemed to be most welcoming," she said. She

had no adverse reports from her tutors, she says, and the external examiner from the Council for National Academic Awards who saw her during her last teaching practice was encouraging and optimistic.

West Midlands College of Higher Education was at first reluctant to accept her because medical reports said she should be rejected; although she was accepted provisionally on academic grounds after her second year at Birmingham University.

She appealed to the Department of Education and Science with reports from other doctors and from a teacher at a local special school where she had spent six weeks on a language project.

Mr Tim Cox, the present principal of the college, appointed since Miss Stevenson finished her course last July, said reservations began building up about her ability to cope with the overall demands of classroom teaching by her second teaching practice and came out in her final one. (The professional committee, the body responsible for making the final recommendation on awarding her the teaching qualification, in the end decided that she just did not have the ability to cope, he said. They recommended to the DES that she should not qualify.)

"We have followed the procedures properly and quite correctly," he said in relation to the college.

Two of the head teachers of the schools where Miss Stevenson did her teaching practice declined to comment. But the former head of the third, Olocher Street Junior School in Willenhall, said that she was a charming girl who had worked very hard.

The National Union of Teachers, of which Miss Stevenson is an associate member, has taken up her case. Mr John Boydell, her local representative, after talks with the college, now thinks her only hope of achieving her ambition (for the Association of Educational Psychologists to waive their rule of demanding teaching experience before qualifying).

The divisional education officer said it was his policy to integrate handicapped children into ordinary



Hilary Stevenson: "I was particularly sensitive to the attitudes of the staff because of the handicaps I had to make of them."

Tories set to rebel against 'charter'

by David Lister

Conservative councillors are set to challenge the Government's legal entitlement to parents to appeal to special committees if they are unhappy with the school to which their child is allocated.

The appeals committees are a central part of the New Education Act and a fundamental ingredient of the Conservatives' "parent's charter".

However, the Association of Metropolitan Authorities, under Conservative control until last summer, has decided to seek counsel's opinion on whether this part of the Act is "practicable".

It is the first time that a piece of education legislation has been challenged in this way as soon as it got on the statute book.

The AMA education committee is claiming that the appeals committees may be unworkable because of a combination of practical and legal difficulties.

On the practical side the association does not see how the committees consisting of councillors and people in the community with an interest in education, will be able to adjudicate between conflicting claims by parents.

In their legal structure the appeals committees will be unique structures because according to the Act their decisions will be automatically binding upon authorities, unlike any normal council committee.

In addition, the L.E.A.s who are only allowed a majority of one on the committees, will be asked to know whether there should be a quorum. They fear that if quorums are not established then a decision in a five or seven person committee could have a vital bearing on the 20 or 30 decisions a committee might take in one day.

The Government has not yet decided when the appeals committees will be brought in but it will not be before September 1981 at the earliest.

Threat to drama students after accredited schools are chosen

by David Lister

It may be curtains down for a number of drama schools and many aspiring British actors and actresses as their future became uncertain this week after a decision by the National Council for Drama Training to accredit only 11 schools.

This will mean that students going on non-recognized courses will be unlikely to get discretionary grants from local authorities and will be unable to take advantage of a special arrangement being considered by the actors' union, Equity, to guide the actors from the wings.

More than 20 schools applied for accreditation on the NCDT list and the first 11 recognized courses. Seventeen were visited but only 11 were successful.

Mr William Van Straubenzee, MP, chairman of the NCDT, when asked about non-accredited courses, said: "The whole objective is the raising of the standard of drama training and we can't make the exception without breaking eggs

occasionally." He said the decision would definitely influence the giving of discretionary grants by local authorities.

Mrs Margaret Bury, director of the East 15 acting school in London—one of the unsuccessful applicants for accreditation—said she had not been given any reason. She felt there might have been prejudice against a "pioneering and rebel" school. Among East 15's former students are actress Alison Steadman and the artistic director of the Sydney National Theatre, Mr Richard Wherrett.

The schools' fees are £1,600 a year and Mrs Bury said that local authorities were certain to be influenced by the NCDT list and this could mean the exclusion of British students who have not got money from other sources.

The acting courses given accreditation are: Arts Educational School; Birmingham School of Speech Training and Dramatic Art; Bristol Old Vic Theatre School; Central School of Speech and Drama; Drama Centre, London;

Guildford School of Acting and Drama; London Academy of Music and Dramatic Art; RADA; Royal Scottish Academy of Music and Drama; Webber Douglas Academy of Dramatic Art and the Welsh College of Music and Drama.

Equity has agreed to take part in a "rehearsal scheme" which will automatically give some students from these accredited courses a union card as soon as they have been offered a job.

Degree courses are not included in the list of accredited courses, although three institutions which run such courses did apply for accreditation. They were the Rose Bruford College of Speech and Drama, the Manchester Polytechnic School of Theatre and Breton Hall College. Professor John Allen, chairman of the accreditation panel, said this week that degree courses involved a lot of analytical work on texts which tended to detract from the intensity of training necessary for a professional actor.

Cuts force fees to increase by £500

by Sharon Golden

Fees for new students at the Rose Bruford drama college, Sidcup, Kent, are to rise by £500. Course fees for other students will be increased by £740 because of cuts in spending.

No extra vacancies have been filled since April 1 and the employment of part-time staff has been affected. The college, which has offered

vocational training for the theatre since 1950 has lost 26 per cent of its income. It offers the only professional theatre arts degree course in Britain.

Effects of the cut-back next year include the purchase of less equipment, fewer educational visits, limited commissioning of writers and hiring of resident companies and curtailment of new courses.

The cuts have meant a reduction in student-tutor hours and a change in the nature of performances pre-

as a bastardization of the English year.

Principal Jean-Norman Benedetti said: "The number of applications has not dwindled, however. There doesn't seem to be a reduction in interest for our courses."

An all-night "work-in" was held by students and staff recently to display musical and dramatic performances and voice concern over government policy. Plans for a theatre-in-education programme for the local community are under way.

Independent numbers up by 10,000

by Sandra Hempel

The number of pupils in 1,053 independent schools rose by more than 10,000 last year, according to the figures from the Independent Schools Information Service. The increase was mainly in the day school sector.

Fees rose by averages of between 14 and 23 per cent in the various categories of schools, while numbers of overseas pupils fell for the second year. More pupils in independent schools were helped by scholarships and bursaries.

ISE states that 28 per cent of its members' total entries were from the independent sector, while 8 per cent of new entrants went directly into the sixth form.

The organization claims that professional figures from the Department of Education and Science show that pupils at all 2,490 independent schools in England and Wales rose during 1978 from 413,570 to 423,570, a 2.4 per cent increase.

The rise of 10,000 is in spite of the fact that the fall in the birth rate, the drop in numbers of overseas pupils and the phasing out of the 6-7 year scheme.

Fees for the major boys' boarding schools rose by almost 20 per cent last year to an average of £2,289 per year, while those at the 100 independent day schools rose by over 14 per cent from £1,038 to £1,194.

The average fee for day boarding schools rose by over 14 per cent from £1,863 to £2,140, while fees for day boarding schools rose by over 14 per cent from £1,559 to £1,771.

The awards made by independent schools rose last year. In the 1978-79 year, 23,911 awards were made by independent schools, a rise of 2,553, while the figure for day boarding schools rose by 1,011.

The number of pupils in the survey rose by 10,000, from 413,570 to 423,570, a 2.4 per cent increase.



Man of the world: exhibit from an exhibition of the work of mentally handicapped artists "My World" at the Seven Dials Gallery, 50-56 Bartholomew Street, Covent Garden, London, until tomorrow (Saturday) 11 am to 7 pm.

It all adds up to good spelling

Some teachers welcome the misuse of English in advertisements such as "Beams means Heinz" and "Drinks Pinta", according to the Advertising Standards Authority.

The authority dismisses complaints that these advertisements encourage children to spell. Though they admit that teachers found them amusing, they regarded them

as a bastardization of the English language, there was no evidence that children were confused. Children were amused by them and some teachers valued the interest in spelling aroused by them.

The ASA has also been picked on for its own ungrammatical advertisements. In an report says the colloquially worded question "If you saw an advertisement that offered you, who would you write to?" may be less correct than "To whom would you write?" but any more effective for their purpose.

Local authorities ignore DES circular

Nine councils to block discretionary awards for postgraduates say NUS

by Biddy Passmore

At least nine local education authorities have banned grants for postgraduates following professional or vocational courses next year, according to a survey to be published shortly by the National Union of Students.

This may place the councils in question—which include Bellingham, Richmond, Tameside (Greater Manchester), Dorset and Oxfordshire—in a delicate legal position. A DES circular sent out in 1977 advised them that, although only the courts could determine the matter authoritatively, the education secretary considered that an authority could not properly exclude from consideration whole categories of eligible applicants.

Some authorities, such as Tameside, have been ignoring the circular and refusing all discretionary grants for postgraduates for a number of years. However, the news that an Oxfordshire law student is to take the county council to court for refusing to consider his application may force councils to relax the blanket exclusion of types of student.

The DES circular said that autho-

rities could lay down policy guidelines for use when considering applications but they must consider cases where the applicant claimed that his circumstances called for a departure from the general rules. It quoted a ruling in the Court of Appeal in 1971 (British Oxygen Company v Board of Trade), that anyone who had to exercise a statutory discretion must not "shut his ears to an application".

Oxfordshire education committee has amended its policy to say that it will not normally make discretionary awards to postgraduates, implying that it might relent in exceptional circumstances and thus letting itself off the legal hook for the future. But it expects the present case to go against it in the High Court, when it is heard soon. This means that the council will inevitably have to consider the student's application, although there is no obligation to make an award.

One council—Cheshire—decided as a matter of policy to make no discretionary awards at all in the present academic year. Next year, presumably because of the legal implications, it has revised its policy. Instead of refusing all applications, the council plans to make the same number of awards as in previous years (about 175) but of a limited value.

The other councils which will be named in the survey include: Merton, Salford, Trafford, and Brent.

School put obstacles in girl's way, parents say

Parents of an 11-year-old disabled girl claim they were "cold-shouldered" by the head of a Colchester grammar school but welcomed her with open arms by a comprehensive. Sophie Weaver is mainly confined to a wheelchair because of arthritis. She passed her 11-plus and was given a place at Colchester Girls High School.

Her mother, Mrs Ann Weaver, said the first question asked: "Can your daughter stand at a lab bench for two hours?"

So the Weavers turned to Thomas Lord Audley School, a comprehensive in Colchester. "The head said 'We'll make her welcome', he suggested ways the school could be modified to help Sophie."

"She was terribly disappointed at first because she was so pleased to have got the place at the high school."

The divisional education officer said it was his policy to integrate handicapped children into ordinary

schools wherever possible and meetings had been arranged between officers and the two head teachers to discuss what was in Sophie's best interests.

However, Mr and Mrs Weaver are determined that they will not send their daughter to the high school. "We think she will be happier at Thomas Lord Audley."

Mr Geoffrey Kerr, head of the comprehensive, said he was sure his colleague at the high school

had many more difficulties with her building to cope with Sophie. He would be pleased to have Sophie, and he was mindful that next year was the year of the disabled. Mrs Goodfellow declined to comment.

The first purpose-built youth hostel to include special facilities for the disabled—wide doors, handrails and built-in one-level, stepped—opened at Haven on the Pembrokeshire coast this week.

Report on cuts in forces schooling awaits approval

by Biddy Passmore

The Ministry of Defence inquiry into ways of cutting expenditure on the education of servicemen's children is complete. But Mr Francis Pym, Defence Secretary, still has to approve the proposals.

Nearly £160m a year is spent by the Ministry on educating the children of servicemen stationed abroad. The lion's share—£123m—goes towards the Ministry's 124 schools in North West Europe, Cyprus, Hong Kong, Gibraltar and Naples, run by the Service Children's Education Authority. The rest goes on allowances to help parent service children to boarding schools in Britain.

This sector was suggested as ripe for cutting when Sir Derek Roper, joint managing director of Marks and Spencer, asked for areas of investigation.

Ironically, this is an area in which the Labour Party is also keen to make savings, but for different reasons. Labour objects in principle to school allowances, which are paid to children of parents in the armed forces, to help them to pay for boarding school fees.

There is growing worry within official circles at the high cost and falling numbers in the Ministry's own schools, and some seem bound to close. Rolls have declined by 4,000 to 35,000 over the past five years, partly because of the lower birth rate, but also because of the falling birth rate.

The cost-effectiveness of the boarding school allowance has also come under critical scrutiny. Even at the present rates of between £1,500 and £1,800, parents are finding an increasingly unbridgeable gap between the allowance and the fees at major public schools, which now average £2,700 and sometimes exceed £3,000 a year. However, the report is unlikely to recommend that state boarding schools should be put already a chronic shortage of places in the state sector for disadvantaged children.

One solution which may find favour is an increase in the day school allowance, which is taken up in respect of about 300 children who board with friends or relatives in this country and attend the local day school.

Teaching hours survey will aid contracts of service talks

by David Lister

A national survey to discover how many hours of the day teachers actually spend teaching has been launched by the Council of Local Education Authorities through-out England and Wales have sent a questionnaire prepared by the CLEA to every headteacher to give details of the staff's "contact teaching time".

The local authorities will use the information which is intended to be compiled and analysed by August, in the negotiations between CLEA and the teachers' unions on conditions of service. The ultimate aim is that the information will provide a framework for a conditions of service contract which the teachers hope will give them a guaranteed amount of non-teaching time, and the authorities hope will give them a guarantee that "voluntary" activities will not be used as a weapon in industrial action.

The CLEA are seeking an agreement on conditions of service roughly analogous to that which authorities have with further education teachers.

A modified document to go to all authorities detailing exact F.E. teaching and non-teaching hours was going through the final stages of negotiation in the National Joint Council as The TES went to press.

Already the NAS/UNW has threatened to have nothing to do with the questionnaire on the teachers' day.

A local authority spokesman said this week: "The teacher unions know that we are collecting this information. The teachers challenged us to provide information on what actually goes on. The survey will show how much groups of full-time teachers are actually teaching, and we will be able to work out what the variations of the teaching day are."

The authorities are aiming for a teachers' contract with three elements: spot-on time given to other professional duties, and non-teaching time. Such a contract would give maximum and minimum times with room for flexibility in between.

ACAS replies in row over hearing date

The Advisory Conciliation and Arbitration Service this week replied to criticism from teachers' union over the date set for the hearing of the 1980 salary claim. Mr Roy Casey, general secretary of the National Association of Schoolmasters and Union of Women Teachers, accused ACAS of "trying to delay payment to teachers, and of being a party to the hearing—July 7 or 8—was scandalously late."

ACAS moved the date forward. In its reply ACAS said that under the Remuneration of Teachers Act 1966 the chairman of the arbitration body is appointed after consultation with the parties involved, who also nominate side members.

ACAS goes on to promise it will do everything possible to speed up the hearing process, but the arbitration body.

Hestair Hope
 16th June 1980
 Mr Archimedes,
 Flat 4,
 The Esplanade,
 Syracuse,
 Sicily.

Dear Mr Archimedes,
 Thank you for your letter and the enclosed plans for the displacement apparatus.
 We think the idea is a very exciting one, and we have asked our product development section to appraise it. The design of the tank may have to be amended as we feel that a marble bath tub would present problems, and the cost would be out of the reach of most science departments.
 Also, the instruction leaflet would have to be re-written in line with European customs. Most science teachers would discourage pupils from immersing themselves during lessons and we do not think it necessary to include the experiment by a ceremonial leaping in the pit, accompanied by a cry of "Eureka!"

I suggest that we now meet to discuss your idea further. We would prefer you to visit our firm premises at Oldham, where you can meet our marketing team personally. Our executive for Europe will be in your area quite soon. If you wish, he could call in and give you a lift. We look forward to hearing from you in due course.

Yours sincerely,
 L.C. Giles.
 Christine Giles
 Product Manager

The Hestair Hope Catalogue.
 Only the best will ever be in it.



Hephaistos School: good results academically, and with rehabilitation.

'Successful' school for handicapped may close, despite initial reprieve

by Sharon Golden

The future of an academically successful school for physically handicapped boys is in doubt. An attempt to close the Hephaistos School near Reading has been rejected by a Berkshire county education sub-committee. But the full education committee will reconsider the matter in November.

The closure had been proposed because of the unsuitability of the building, provided by the county council, for boarding places and the possible availability of boarding Berkshire pupils at the Lord Mayor Treloar College near Alton, Hampshire, according to a report from the county.

The plan was to replace the school with a 20-pupil day unit on an existing secondary school site. Berkshire students would transfer to the 200-pupil Lord Mayor Treloar College.

A counter proposal supported by the governors and headmaster of Hephaistos, which would retain the boarding principle of the school, is the establishment of a unit for 20 boarders and 20 day pupils, also on an existing site.

Hephaistos School, which was previously run independently, has been managed by the county council for over ten years. It has served as a boarding school for physically handicapped boys of secondary school age, offering about 45 places, and has specialized in boarding for the most severely handicapped. Places were formerly restricted to students requiring an academic education, but a business education course has also been added to the curriculum.

At present there are 41 boarding pupils, 18 from Berkshire and 23 from other counties. In addition, eight day pupils attend courses. These numbers are expected to drop during the next 10 to 15 years. If girls are accepted as day pupils, the totals would increase.

Hephaistos' success rate has been high, both in education and in terms of adjustment and rehabilitation. Pupils have a history of academic achievement. Those with muscular dystrophy are taking A level examinations, a spastic who cannot speak and is in spasm most of the time types with one foot. Since 1975, six students have attended university, 10 have been accepted at colleges of further education and one has obtained a degree. Several have progressed to successful careers.

A recent study of the education of handicapped children and young people, by Mrs Mary Warnock, reports a drop in demand for boarding places at special schools over the next 10 years but also sees a continuing role for institutions such as Hephaistos. The report commented: "There is a serious shortage of maintained boarding schools for children with special needs."

Mr C. L. Besant, headmaster at Hephaistos for 11 years, said: "Boarding is essential to academic and medical health. For the very severely physically handicapped, however good the medical and educational facilities, the size of a school coping with them is important. I think 200 pupils, which is the size of the two main boarding schools in the county, is too large and militates against the successful handling of the emotional and psychological problems of the child."

The plan was to replace the school with a 20-pupil day unit on an existing secondary school site. Berkshire students would transfer to the 200-pupil Lord Mayor Treloar College.

A team of researchers coordinated by Arif Ali, editor of the *West Indian Digest*, and James Hunte, chairman of the Birmingham Action Group, carried out a month-long survey of 114 community leaders and more than 800 representatives of the Black community—African Caribbean and Asian—on their views on life in Britain in the 1980s.

The authors are directing their findings to the Government and the Commission for Racial Equality.

It claims that there is a whole generation of miseducated young

Basic schooling is still World Bank's main priority

by Hilary Wilce

Basic schooling for children and uneducated adults is still the prime educational need of developing countries in spite of progress made in recent years.

And in a major education policy paper, the World Bank—the foremost international development agency—sets out priorities for the 1980s.

Emphasis will be given to low-cost basic programmes for low-income countries, and to the development of vital skills and the improvement and extension of basic education in middle-income countries.

The paper stresses the role education must play in promoting social equality, both between the sexes and between different classes and ethnic groups, and says education must be related to work and to the environment.

It also places considerable stress on the need to develop efficiently managed education systems and says that developing countries must find more and better ways of designing and evaluating their education and training.

Although the bank has traditionally concentrated on providing buildings and equipment, it plans to direct an increasing proportion of funds to what it calls "software" components—curriculum development, learning materials, teacher training, and planning and management.

The paper, only the third comprehensive policy statement since the World Bank edged cautiously into education in the early 1960s, "will be read closely by other international agencies and by educationists in the developing world, and is bound to have considerable impact on future thinking about education and development."

Dr Peter Williams, head of the department of education in developing countries at London University's Institute of Education, welcomed this evidence of the bank's "listening role," but said in a paper commenting on the bank's policy paper that he considered its view of the purposes of education was too narrow.

He said that it made too great a distinction between strategies for basic education and education at other levels.

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Here are some examples of prices in our Half Price Sale of laboratory consumables. At first, you may find them too good to be true. That is, until you remember that most of our normal prices are already as low as half our competitors prices.

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Dyslexia experiment sheds light on link with eye movement deficiency

by Sharon Golden

The vital evidence needed to end the controversy surrounding dyslexia and its middle-class label may be revealed by nothing more than a series of flashing lights.

After extensive research into children's reactions to the lights Dr George Pavlidis, director of a dyslexia project at Manchester University, financed by the Social Science Research Council, claims that dyslexia is caused by a brain malfunction which directly affects the eye movement system.

The results lead to the possibility of establishing a simple reliable test of dyslexia which has the potential of early diagnosis, since it does not depend on reading.

Dyslexia, unlike reading backwardness, is defined as a reading disability where children of average or above intelligence are incapable of reading or spelling words or letters in their correct sequence. Emotional and physical factors as well as disadvantaged background can cause backwardness in reading.

Dr Pavlidis says the cause of dyslexia are not due to environmental factors but are attributed to constitutional ones. "Dyslexia has nothing to do with glasses or intelligence."

In a series of experiments, Dr Pavlidis divided 80 eight to 16-

year-olds into four groups. Dyslexic children were compared with fast, and normal readers of the same chronological age, and backward readers of the same chronological age and reading age. The children were asked to look at a series of flashing lights, a task which involved no memory or linguistic skills nor any emotional associations with reading difficulties.

The fast, normal and backward children all performed the task equally well; however, the dyslexic children showed erratic eye movements. The dyslexic performance was significantly worse than all other readers.

During his six years of research, Dr Pavlidis has found that dyslexia shows a spontaneous recovery period about the ages 11 or 12. "The brain cells are not destroyed," he says, "they are just lazy."

Dr Pavlidis says, "The recognition of the handicap of dyslexia should become neither the convenient excuse for the lazy child and the incompetent teacher, nor the socially acceptable label for the 'pushy' parents of the slow child."

"The early objective diagnosis of dyslexia will benefit the family atmosphere, the child's emotional stability and the teacher-child relationship if it leads to both an adjustment of teaching strategy and a more sympathetic attitude towards the child," he said.

School to work



Life on the farm: a child of 13 could drive this tractor.

Call to ban under-16 drivers stays on the shelf

by Mark Jackson

For two years the Health and Safety Commission has been asked to seek legislation banning children under 16 from driving farm tractors. Nine more children have died in tractor accidents during that time.

Under the existing law, dating from 1958, children over 13 can be employed on farms and use machinery; that means they can drive tractors without any kind of training. More than 50 children have been killed by tractors in the past ten years.

In June, 1980, the Health and Safety Executive submitted to the

commission a paper from its agricultural industry advisory committee recommending that the age at which children should be allowed to operate self-propelled machinery should be raised to 16 to bring agriculture in line with the regulations for other industries. A Health and Safety Executive spokesman said this week that no action had been taken on the report so far.

The paper comes down in favour of legislation after examining the arguments against it, which are strongly backed by the National Farmers Union. The NFU says that most of the children working on farms are the sons and daughters of farmers, and that their work is of economic importance to their parents. Preventing them doing

such jobs as driving tractors would lead to frustration and discourage them from taking up farming as a career. The NFU representatives on the committee argued that children who grew up on farms were more likely to handle tractors safely than much older urban youngsters who might otherwise be employed in the holidays.

Pressure for a change in the law has come both from the National Union of Agricultural Workers, and from the Agricultural Inspectorate, who have to investigate every farm death. Kevin O'Reilly, the union's safety officer, said this week that the NFU's arguments could be used just as well to justify sending 13 year-olds down the mines.

"It's not only the farmers' own children who risk their lives, serious though that is, it's a customary for farm workers to send their kids down to a farm to lend a hand at busy times, and as the law stands, there's nothing to stop a farmer instructing a kid to get on the tractor without his parents knowing. Few kids are going to refuse—even if the tractor hasn't got a safety cage."

In one accident recently, a child fell off the back of a tractor into the blades of the rotary cultivator. It was horrific. The account of the accident brought back by the investigating inspector has so horrified Health and Safety Executive staff that they are again making enquiries about the commission's lack of action.

In another accident a child's scarf was caught up in a rotating corn auger. The farmer, going to see why the machine had stopped, found the child strangled.

Commenting on last year's figures for child farm deaths (24 under 16s were killed in accidents of all kinds) Mr John Weeks, Director of Agricultural Health and Safety, says that despite intensive efforts by the Agricultural Inspectorate to promote safety to their contribution to the Year of the Child, the figures were up on either of the previous years. "It is two years," Mr Weeks warns, "it is clear that if adults continue to disregard the ban on children from work operations, then these need-less tragedies will continue."

At a meeting organized by the Royal Society for the Prevention of Accidents to discuss farm safety on Monday, the National Union of Agricultural Workers again pressed for a total ban on children driving tractors. It was successfully opposed by the NFU, who insisted that the answer was better training.

Checklist for the eager job hunter

All that anyone needs to get a good job is O level maths, writing ability and some knowledge of science, says Lord Gower, employment Minister of State.

He told the Conservative Party education conference in London at the weekend that parents and teachers should be able to find their own knowledge of what kinds of goods and services people would want or need, to make intelligent guesses about the skills which would be in demand in the future.

He added: "The sophistication of technology itself means that these skills are not confined to the sciences. An ability to write, and therefore analyse our own language well; mathematics up to O level and preferably a bit beyond; and some grasp of the sciences, are enough to get anyone a good job, even in the present recession, and against the current high levels of unemployment."

A few days earlier, in a speech to the International Labour Organization, Mr James Lister, employment under-secretary, made a first ministerial reference to training policy since the Think Tank's report calling for firm Government action to reform the training system. Referring to the traditional roots of the system—which the Think Tank had blamed largely for its rigidity—he said that they were a cause of national weakness as well as strength.

Give more basic training to the out-of-work, says OECD report

by Jane Jessel

More remedial education and basic training are needed for the unemployed, says the Organisation for Economic Cooperation and Development, in a report just released. Such instruction is becoming increasingly necessary as government programmes concentrate more on the less employable.

On the public sector job creation in five member countries, the OECD—which covers all industrialized Western countries—questions whether such programmes can produce the dual effect that governments expect. They should provide both a short-term buffer against cyclical unemployment and also reduce structural unemployment resulting from technological and economic change.

While programmes to combat recession simply need to provide the unemployed with a short-term job and an income, schemes to deal with structural unemployment need to include considerable retraining, the report says.

Such schemes, while providing jobs for some, would otherwise have little hope of ever finding work, would need to equip many with marketable skills to make it easier for them to enter the labour force.

But very little formal training is included in most governments' programmes, the report points out, and since the almost unemployable are now a target for such help, more emphasis will have to be given to

education and training. In most of the countries surveyed, the programmes covered between three and ten per cent of the total unemployed—except Norway where it was 26 per cent. Except in the United States, between half and three-quarters of the participants were under 25 years of age and between a quarter and a half of them had only elementary education.

The jobs offered them in the programmes tended to be low-skilled manual work in construction or environmental improvement projects or services in schemes concerned with health, education, information, and aid to the disadvantaged.

The sponsors were largely central and local government, although in the United States—as in Britain—the non-profit-making private organizations also contributed.

Mark Jackson, director of the survey carried out in 1977-78, says that the proportion of youngsters in Britain's Youth Opportunities Programme receiving some kind of formal training or education was nearly doubled. But youth organizations, while the older bodies involved in the programme are still highly critical about the future to cover all those who need help.

Formal training is likely to be built into the programme as the older teenagers, while the Ministry of Social Security is preparing for government consideration, and will form an important part of the revamped version of the Special Employment Programme for the long-term unemployed.

MPs back Bill to end job discrimination against gays

A proposed amendment to employment law aims to make it illegal to sack a person for being homosexual.

The new Bill, supported by 40 MPs, was passed by the House of Commons on the evening of the 18th. It follows the sacking of Mr John Birtles from his job as a maintenance worker at Dunsen School Camp in Scotland.

An employment tribunal dismissed Mr Birtles' claim that he had been sacked because of his homosexuality. The tribunal found that he had been sacked because of his poor work.

The Bill aims to extend Section 28 of the Employment Protection (Consolidation) Act 1978 to add homosexuality to the list of inad-

missible reasons for dismissal. It is already unlawful to sack employees for belonging to trade unions or taking part in their activities.

Meanwhile the National Union of Teachers is pursuing the case of Mr Richard McMillan sacked from his job as a youth worker at a London club. Mr McMillan claims his dismissal was because of his homosexuality. He has not been in the job long enough to qualify to take his case to an industrial tribunal.

A slide show produced by the Campaign for Homosexual Equality has been banned by the governors of King Edward VI school in Southampton. The headmaster had planned to show the slides to senior pupils. They will now be kept in the school library as background material for teachers.

Union focus school sexism

A discussion document "Sexism in Schools" has been produced by the National Union of Teachers' women's group.

It tackles the traditional authority structure in schools, the teaching of physical education and sex education, curriculum, careers, subject options and the need for equality in nursery education.

Copies, 45p, can be obtained from Alison Corfield, 30 Albert Place, Maida Vale, London W9 3JL.

A ruling from the Equal Opportunities Commission means that Mid-Glamorgan education authority can no longer advertise senior posts for women only. The authority was trying to ensure that one of the three senior posts in comprehensive schools was always filled by a woman to take charge of the pastoral care of girls. The commission says other women teachers could step in on a case needing personnel. The authority was also asked to justify its restriction on access to a senior post.

A New Careers Game

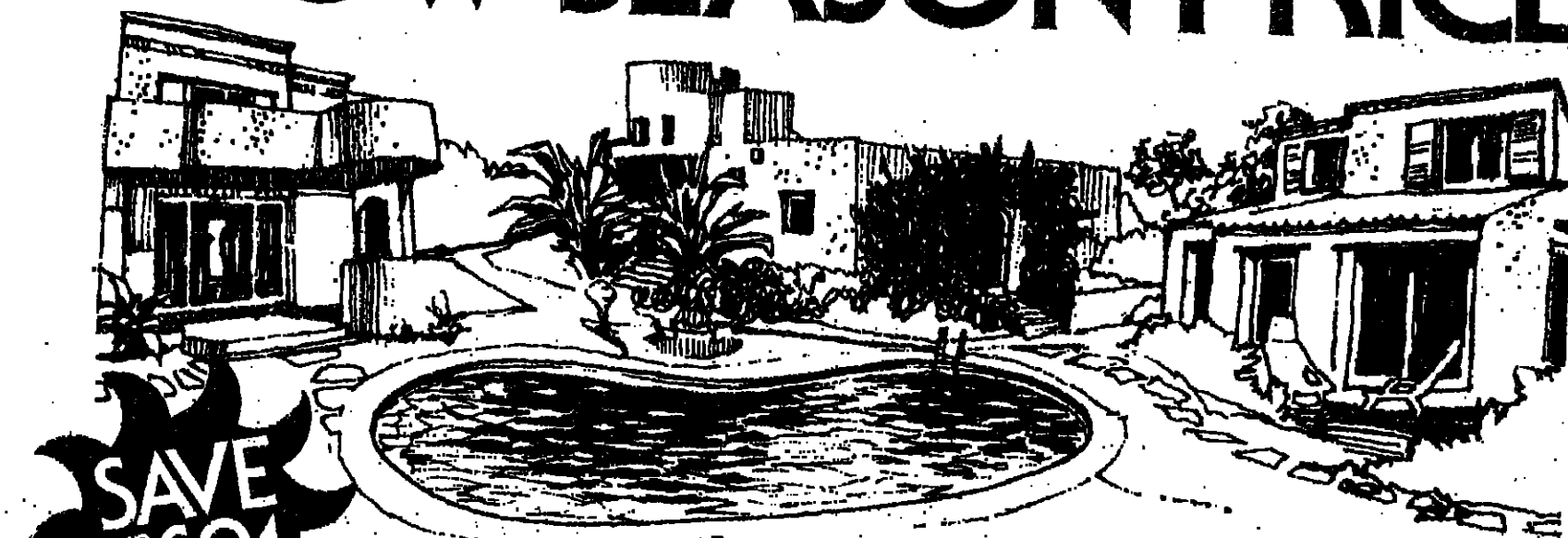
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Review by Rita Howden

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OVERSEAS NEWS

China

Facts of life are a puzzle for Chinese teenagers

by Zhao Jiu-ling

SHANGHAI

Chinese schoolchildren are so ignorant about the facts of life that they are puzzled and perplexed by their own body changes during puberty.

An investigation conducted by the Shanghai Municipal Committee of the Chinese Communist Youth League has revealed that most schools eliminated or even tore out from the students' physiology textbooks the few pages dealing with puberty and the structures and functions of the reproductive organs.

Some teachers argue that it is no good imparting such knowledge to the students, because many students are already impure in mind about sexual matters. Some school authorities maintain that mathematics, physics and chemistry are much more important and some schools have even reprimanded the Board of Education for allowing "pornographic" illustrations in textbooks.

In some schools there are no male physiology teachers and the female teachers feel rather embarrassed giving lectures on sexual matters to male students. Reference books on the subject are not easy to come by and in most schools the authorities do not allow time for physiology lessons.

However, the students are eager

to learn about sexual matters. If their teachers do not teach them, they will secretly learn by themselves, some teachers say.

The investigation also reveals that some schools have done very well in this field.

In Fuxing Middle School, sex education lectures are given to boys and girls separately, hospital doctors are invited to give talks on hygiene during puberty and relevant science films are shown to the students.

Another example is Yucui Middle School. For years the school has been keeping index filings for each girl student's menstruation. The school is considerate about their hygiene during menstruation and makes sure that during this period they do not have too much physical training.

Students and parents all praise very highly the school's concern. Some people at the Shanghai Municipal Board of Public Health suggest that sex education be given to pupils in their last two years of primary school, because some girls mature as young as 11.

They also suggest that girls be given special lectures on gynaecology in addition to the general knowledge about physiology and that girls be taught what is required of them morally in sexual matters—for instance, why it is important for them to behave chastely.

France

Exams cannot be changed by 'waving a wand'

by Jane Jessel

PARIS

The introduction of "one day" of continuous assessment to replace the Baccalauréat has not been ruled out by the Education Minister, Mr. Christian Baudouin. But only minor changes in the French post-secondary examination are taking place this year.

M. Jean Sauzet, director of Lycées at the Ministry of Education, said recently at the beginning of the 1980 Baccalauréat session, that the principle of continuous assessment could not be excluded as a substitute for the end-of-school examination, but such a reform could "not be decided by waving a magic wand".

There was currently no plan to introduce it, and the studies being undertaken by the Education Ministry were progressing at a slow pace.

He said that although continuous assessment was suitable for some subjects such as the exact sciences, for some of which it had been used experimentally for the past eight years, it presented difficulties with others, such as history, literature and philosophy.

His reserve no doubt reflected the preference of the teaching unions and majority of parents' associations for the traditional examination—although three-quarters of the French general public believe continuous assessment to be a fairer system (75% February 22).

So the 1980 and 1981 "Bacs" will closely resemble those of the recent past. The only difference this year is that candidates in certain technical examinations are allowed to use pocket calculators and French dictionaries, and the timetables vary from region to region to take account of the new system of staggered summer holidays.

The number of technical candidates continues to rise. Since the Baccalauréat de Techniciens was introduced in 1969, more students have taken the technical option each year. This year they increased by 3,590, to number 108,531.

There were altogether 358,483 "Bac" entrants, an increase of 10,767 over last year. In the general (as opposed to technical) Baccalauréat the number taking the economic/social option has risen by 5.7 per cent since 1969 and is now taken by 20 per cent of general candidates. M. Sauzet observed that, for the first time, he took the mathematics/physics option.

Australia

Row breaks out over new code for children's television

by Bill Purvis

SYDNEY

The Australian Government has been widely criticised for its latest proposals to change the regulations governing children's television.

Under the present system, the Australian Broadcasting Tribunal, a statutory body, has authority to administer programme and advertising standards.

However, the Government proposes to introduce legislation in August to change this system.

The Minister for Posts and Telecommunications, Mr. Tony Staley, said the legislative amendments provided for a series of codes of broadcasting practices.

These codes will require stations to televise programmes designed and suitable for children under 13 and to set out requirements on Australian content and advertising.

The Broadcasting Tribunal will have power to approve codes submitted by television stations or to prepare its own codes if the stations' submissions are rejected.

It is this aspect that bothers some people—the suspicion that commercial stations will be able to write their own codes of conduct.

The Australian Council for Children's Films and Television is not happy with the proposal.

A statement issued by the Council said the proposals would give the commercial television industry the freedom to set up its own codes of practice in all areas, including the sensitive area of children's programmes.

The Council said the Australian Broadcasting Tribunal would retain only minimal powers and this would not include the authority to protect the general interests of child viewers.

The statement said: "All initiatives would rest with the commercial television industry."

Mr. Staley said the legislative amendments would lie on the table of the House of Representatives during the winter recess, ending early in August. The Minister said it was hoped that this would allow the public and members of Parliament to study the proposals and comment on them.

Territory wants its own varsity

SYDNEY

The newly-elected Government of the Northern Territory hopes to set up a Territory university within 18 months.

During the election campaign the Chief Minister, Mr. Peter Everingham, said the proposed university would be based in Darwin and Alice Springs—the only two population centres of any size in the Territory.

Mr. Everingham said he had written to the Prime Minister and elected government with limited powers which fall short of full statehood. The Territory has a population of only 100,000 in an area of more than a million square kilometres.

If such a university is founded it will be Australia's twentieth—and the first new one for five years.

Mr. Everingham said he envisaged a university based on the multi-campus style of another sparsely-populated area—Alaska.

He hoped it could be called the Charles Darwin University and offer courses in tropical health, rural development and linguistic and cultural studies.

The Northern Territory has an elected government with limited powers which fall short of full statehood. The Territory has a population of only 100,000 in an area of more than a million square kilometres.

Japan

Feud flares at teacher convention

by Martin Roth

TOKYO

The simmering feud between socialist and communist factions in the Japan Teachers' Union (Nikkkyō) flared into the open at the recent convention of the Tokyo branch.

Delegates voted to seek an independent affiliation with a pro-communist National Labour Group, Nikkyō is a member of the pro-socialist General Council of Trade Unions of Japan.

The decision came after two days of stormy debate among the 735 delegates.

Joe Hanlon looks at an urgent issue of basic development

Mozambique ponders maths problems

MAPUTO

Mozambican primary school pupils can do complex long division with great accuracy, yet cannot formulate the most simple real problems into mathematical terms. Many factory directors, for example, have never acquired the knowledge to project raw material needs far enough ahead to place orders to keep factories going.

Faced with such a clear need for a radical reform of mathematics teaching, Mozambique held a major national seminar on the subject in its capital Maputo, recently.

The importance given to the seminar was shown by the presence, at various times, of the Minister of Education, Mr. Graciano Machel, the vice-governor of the Bank of Mozambique, Mr. Prudente Ratilao, and the rector of Eduardo Mondlane University, Mr. Fernando Githao.

Mozambique often uses meetings like this to develop major strategy changes and they follow a similar pattern. Government planners visit all the provinces and then draft policy papers. A national seminar with representatives from all the provinces debates these papers and they are revised accordingly, before being implemented by the Government.

At this meeting, there were 130 provincial representatives ranging

from primary school teachers and adult education teachers to provincial education directors.

More than 85 per cent of Mozambican adults are completely illiterate, and the rest have a very low level of education. For example, 70 per cent of primary school teachers have less than six years of schooling and no teacher training.

Under the Portuguese all teaching was by rote. In mathematics this meant that through interminable practice pupils were able to add, subtract, multiply, divide and (at higher levels) solve algebraic problems, but that they could not formulate the simplest real problems into mathematical terms.

Mozambique argues that this was not accidental, but a conscious attempt to create low-level workers who could follow orders "but not think for themselves". Mathematics was an inaccessible science serving only the demands of the exploiting class for profits, Mr. Graciano Machel told the seminar.

Delegates decided mathematics teaching should enable workers and farmers to use mathematics to plan production.

A seven-year plan of curriculum reform was set out, as well as plans for improving teacher training and recycling courses. Detailed work will be done by Ministry of Education planners, helped by experts from The Netherlands, Cuba, and East Germany.

Delegates constantly stressed the difficulties faced by teachers. Four provinces proudly reported that they had managed to recycle programmes meant that none of their primary teachers had less than four years of primary schooling themselves but many delegates had only six years of schooling. They pointed out that the post-independence education boom, from 589,000 primary pupils in 1973 to 1,475,000 last year, had put massive pressure on teachers. Most primary teachers now have two classes, one in the morning and another in the afternoon, and often go to secondary school themselves at night.

Thus they have only limited time to prepare lessons and adapt to changed curriculum and new teaching methods.

Central to the reform is the inclusion of more practical problems drawn from the pupils' own experience. But that can raise difficult issues.

One suggestion made by the seminar was to include problems such as "measuring the distance between the cashew tree and the cashew tree under which another class is meeting".

But in the meeting, a teacher asked: "Is it right to use such a problem? That would admit that we still must have classes under trees, when we are all supposed to have classrooms?"

OVERSEAS NEWS

South Africa

Union aims for integration

by John Kane-Berman

In the midst of South Africa's current education crisis, efforts are being made to launch a new non-racial teachers' association dedicated to a single and equal education system for the country. To be called the National Education Union of South Africa (NEUSA), the new body was officially inaugurated at a public meeting in Johannesburg this month.

One of the members of its executive, Professor Philip Tobias, dean of the medical school at the University of the Witwatersrand and an internationally-known anthropologist, said that education is "integral and unity among all educationists was 'urgent and vital' in order to throw off the shackles of apartheid, and divisive education policy 'of the Government'."

Professor Tobias also attacked the South African Teachers' Council—an official body which all white teachers in state schools are compelled to join—as the "only professional organization in the country with racial exclusiveness written into its statute."

The new body has the backing of prominent educationists like Dr. Franz Auerbach of the South African Institute of Race Relations and Mr. Fanyana Masebuka, a former teacher who has been active in civil politics in Soweto.

But it faces an uphill battle in its quest for membership. The Teachers' Union of South Africa, the association representing teachers at Afrikaans government



Violence in Cape Town: a youth shot by police during last week's disorders.

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But it faces an uphill battle in its quest for membership. The Teachers' Union of South Africa, the association representing teachers at Afrikaans government

schools, has declined to participate, while the organization representing English-language teachers has so far also declined.

The two main black teacher bodies are adopting a wait-and-see attitude, having said their possible cooperation would depend on NEUSA's future policy and approach. Mr. Masebuka pointed to two factors militating against black participation: fear of government reprisals against black teachers who did join, and the growth of the "black consciousness" philosophy among blacks, which has led them to reject multi-racial associations.

EEC

Ministers pushed together from behind

from Rory Watson

BRUSSELS

Almost four years after they last met, Common Market education ministers will get together in Brussels on June 27 to review what has been done so far and to give a further push to educational initiatives in the European Community.

Mr. Mark Carls, the British Education Minister, will be among those attending.

Francis behind-the-scenes negotiations have taken place in recent months to ensure that the meeting, which has had to be postponed at least twice, eventually takes place. Much of the credit must go to the Italian Minister of Education, Signor Adolfo Sarti, who will be in the chair.

He has managed to persuade the Greeks to attend, despite the fact that they blocked earlier meetings on the grounds that education was a purely domestic affair and had nothing to do with the Community.

This has been achieved by a combination of factors, which allows traditional EEC subjects like the transfer of working people from study to work, while purely educational issues, such as the teaching of foreign languages, are examined in a "meeting" of the education ministers.

The ministers are due to examine proposals urging greater emphasis to be placed on the teaching of modern languages, with the backing of some £4m from EEC funds. Commission officials see their adoption as particularly beneficial to Britain, since some of the money could be channelled towards foreign language assistants, many of whose posts

are now threatened by local authority cuts.

Similarly, the Commission wishes to promote European studies in schools, with EEC funding to the tune of £5m. The hope is to build up interest in the Community through projects jointly funded by the EEC and local authorities.

This, claims one Brussels official, would make it possible to implement a number of large-scale schemes which could perhaps have a wider impact than the multiplicity of existing smaller projects.

Finally, efforts are being made to get ministerial approval for launching a research programme into the social, psychological and other factors that often discriminate against girls in education. The aim is to try and complement the existing EEC equal opportunity legislation.

Two subjects before the ministers, which also fall under the general heading of social policy, are the education of migrant workers' children and the transitional problems young people face when they move from school to working life.

This will be the first time that the education ministers will have an opportunity to give their opinions on the Commission's thinking in this area. Alternatively, as it is known, has already been examined by their social affairs colleagues and the Commission's plans for on and off the job training are also being scrutinized by two of the European Parliament's standing committees.

Brussels man takes up German election fight

EEC Education Commissioner, Mr. Guido Brunner, is all set to leave Brussels to fight as a liberal candidate in the October German elections. To do so, he will have to take leave of absence from the Commission, before he officially starts campaigning.

This would mean that for a number of weeks in the early autumn, the portfolio of education, energy and research would have to be carried by a deputy.

Mr. Brunner has been a member of the German FDP party for some time. He would have to resign his seat on the Commission to join the party, which is already eating into the FDP vote.

Mr. Brunner's chances are not as bright as they once were. He is a better man than some, but he is not a politician. He will find himself under strong criticism from the opposition, and the party, which is already eating into the FDP vote.

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Something
wrong at
the
grass roots

"The decline of the game in this country," was how a well known tennis journalist summed up our participation in the King's Cup recently.

Strong words. We escaped from relegation with a last moment salvage performance from Buster Mottram, but anyone in Britain cherishing the intrinsic values of the game can only be concerned with falling standards, and must even doubt the game's capacity to thrive. It is particularly saddening when set against the unprecedented rise of the sport in the rest of the world.

Derided from all sides for our deplorable facilities, our players losing just about everywhere, the standing of British tennis can perhaps be best illustrated by a story concerning one of our leading young girls.

She was in Miami for the Orange Bowl, in everything but name the World Age Group Championships. She was scanning the draw when, unbeknown to her, her opponent, a low ranked American, came up behind her. "That's great, Mum," the American girl announced. "It's a good draw I've got. She's English!"

Despite the advancing years of our leading players, the younger ones immediately below them find it increasingly difficult to take over — not necessarily because of their own low standards, but because standards have risen elsewhere. In the lower age groups we find ourselves falling further and further behind.

by Clay Iles

The tennis boom of the post-decade in America has been partly due to the exposure the game has enjoyed through the successes of its great champions. Young beginners have flocked to the courts to emulate Billie Jean King and Stan Smith, Chris Evert and Jimmy Connors. Why then has it not happened in Britain?

Two years ago we were very close to the pinnacle of achievement, as finalists in the Davis Cup for the first time in 41 years, and winners of the Wightman Cup for the 10th time in 50 meetings with the women of America. Anyone interviewed on the subject dutifully echoed "How wonderful for the game in this country" as if everything thereafter would be added bright.

That heady year, in spite of all the optimism, has made no difference. It could simply have postponed the day of reckoning. What then has gone wrong?

At a local club the other day I saw a group of playing singles. Why should that be significant? One would surely expect people to play singles at a tennis club. But that is the first anomaly. Promising juniors play singles in tennis clubs when they can; men sometimes women never.

How often do members really compete other than in the annual club tournament? Tennis clubs are the often content simply to foster social harmony. They should recognize that the vast majority of players, especially the young ones, want something more.

Sadly, doubles has become the major activity. It is often a club rule that they should take preference over singles. This is a tragic error. By encouraging social tennis by way of social doubles (which is a far more competitive doubles) during "club afternoons", usually held at peak times, they subjugate the individual's desire for physical achievement.

Many of these frustrated competitors turn to squash, the club structure of which fulfils their needs and holds their interest. The disservice done to tennis strikes at the roots, and is comparable to what happens in the majority of schools, where those who fail at cricket, usually the non-competitive ones are given the second option of tennis.



Enthusiastic school children take advantage of tennis facilities—but a change of direction is needed to save the standard of the British game in the face of the rest of the world.

Some of them, ultimately join tennis clubs, where non-competitive attitudes are perfectly acceptable. Thus, tennis, which like any sport must thrive on competition, is further stifled. Is it any wonder that the game is in decline?

Clubs should find ways of making tennis more vital and attractive. For example, there is the myth that those who cannot play well, including beginners, are not very welcome. Hence the "playing" test, inaugurated by a number of clubs, which would not only spoil the gentility of club afternoons, or ruin long-standing members' games of doubles. Nothing puts off new members more, good or bad, than this test. How humiliating that they should be subject to someone else's judgment in this way.

It is not as if clubs are in a position to turn new members away. You would think they would welcome them, all of them, with open arms. You do not have to be a Connors to compete on a tennis court. Plop in a serve, keep a three-stroke rally going, and you can have a hell of a time against an opponent of a similar standard.

The reputation of some clubs is even an opponent of a similar standard. The reputation of some clubs is even an opponent of a similar standard. The reputation of some clubs is even an opponent of a similar standard.

A change of direction is needed, a change of attitude, and policy, with guidance from the LTA. The priorities should be: a competitive system of competitive play, successful in squash club for all levels; a regularly revised club ranking list of all members on view (it is done in the front door); the phasing out of a booking system for court times (when members found that courts were already reserved they would be forced to play outside the peak hours; singles and doubles would be used all the time instead of for just a few popular hours); doubles not to take preference over singles. Club tennis would then take on a new lease of life, a real attraction for the keen young sportsman or woman.

The Frudenberg Grass roots scheme admirably introduced the needs of children to the game. When we need something more competitive than these children competitively once tennis has caught their interest?

features

National needs or personal values?

Gabriel Chanan argues that recent pronouncements on the curriculum fail to come to terms with the complexities of real life

The chain of reasoning that underlies a great national consensus is often disarmingly simple. Britain depends on its manufacturing industry. Manufacturing industry depends on engineering skills. Engineering skills depend on education. Therefore, schools should teach more engineering skills. As this is a national need, it should be enforced by a national curriculum framework.

But even if we could have all the engineers we wanted, they would still only amount to a small proportion of the population. Perhaps we need four million engineers instead of three (using a generous definition of "engineer"). Does this mean that the entire remaining thirty-seven million of the adult population need to spend their formative years imbibing an engineering-dominated curriculum?

The adult population of Britain is about 41 million. The total working population is about 26 million—16 million men, 10 million women. The total number of people working in manufacturing industry is about seven million.

The rest of the 26 million officially recognized as workers are mainly in professions, distributive trades, building industry, transport, self-employment or local and central government jobs. The "non-working" is million adults are composed principally of the retired, the unemployed and people working in the home.

People working in the home—mostly women—comprise what is probably the biggest single category of work in the whole spectrum. But you will find no figures for it in government manpower statistics. Like the retired, people working in the home are officially regarded as economically inactive. No figures are collected on them.

If we consider only the official working population, the variety of work engaged in (I have omitted of course dozens of smaller categories) makes the view of a national curriculum framework, with its inevitable domination by a few generalized, consensual principles, questionable. Add to this the consideration that, at any one time, there are more people whose work is in the home than there are in the whole of manufacturing industry.

The most public face of the women's movement, its struggle for equal pay and respect, would seem to confirm the importance of paid work, both economically and as a source of social authenticity. In its pursuit of educational principles that apply not only to the whole population but unto all eternity, our educational philosophers let the complexity of personal life fall through their fingers. The philosophical version of "national need" is an academic rather than an industrial vision; but it rests on the same slippery plane of generality. Indeed, it is time-honoured practice of arguing from ideal principles instead of from concrete predicaments has given the industrial lobby the opportunity to seem impressively "practical".

Changing patterns both in paid labour and in family life are accentuating a fact that has not yet achieved proper recognition in curricular deliberations: that our happiness and our capacity to relate to the widest issues of the world depends initially (even for engineers!) on relationships and amenities in the immediate community. The immediate community starts with the household. But if it stops there, it is a stultifying unit.

Home can be a refuge from the ravages of the wider world, but it is also a resource base for readdressing oneself to the world. The outside world presses even into this sanctum, through the media, the advertising on the grocery packets, the guns that grandma gives the kids for Christmas.



Ingram Pitt

Family life on its own cannot heal the wounds of mass society, for those wounds reach deep into the family psyche too. Community life, however—the level at which personal and public life meet face to face—has much stronger possibilities, if it is seen as a base not merely for alleviating the effects of mass society, but for the reintegration of personal values into public affairs.

It is far from my intention to argue that women belong in the home and should be educated for that role, but that people whose principal work is in the household are well placed to play key roles in the reintegration of community life. Education should equip us for a major shift from insular home life to active community life.

The mutual self-help structures which arise as a natural attempt to overcome the limitations of the single household—baby-sitting circles, bulk-buying co-operatives, campaigns for the closing of zebra crossings or children's playgrounds—could lead to wider and stronger groupings concerned with consumer standards, environmental control and monitoring of statutory services.

Women's struggle for equality in paid work confirms the low national valuation put on family life. Women are not content merely with a central role in the home. But the underlying force of the women's movement is towards greater integration of private and public life, rather than just escape from the one to the other.

The continually increasing number of women seeking paid work are mostly looking for part-time work. In a situation where part-time work is increasing relative to full-time work, in which large-scale unemployment is becoming permanent, and in which trade union priorities are shifting towards shorter hours and work-sharing, everything points towards a new importance for part-time work as a norm.

Women's complaint is not merely that they do not have equal opportunities in full-time careers but—and I think this is ultimately more far-reaching—that the conditions of part-time work per se are underprivileged. It does not have the same benefits, protection or career possibilities as full-time work. Surely this needs to change, and the trades unions, whose struggles have traditionally been dominated by the norm of the full-time male working week, will need gradually to shift their power towards the underprivileged areas.

The backward-looking response to structural unemployment is to attempt to persuade women that their role is in the insular home. This might help to release more jobs for men. A wholly different solution is possible, one which has much more constructive implications for healing the schizoid psyche of mass society: a major reduction in the length of the normal working week, to something like the level that is regarded as part-time, with correspondingly greater activity for both men and women in home life, community activity and public affairs.

Schools cannot, of course, make such changes. But they can help or hinder the agencies that can affect them; prepare us well to confuse us. The major trades unions are beginning to talk of massive shifts in work norms—shorter working days, shorter working weeks, months, years, in order to spread the available work and leisure over the whole population. The alternative—a wealthy technocratic minority working full-time, and a demoralized, ill-provided mass, frustratedly unemployed in the traditional sense—would be a nightmare.

It is difficult to see how the education services can remain neutral about these alternatives, for their curricular implications are quite different. If the future is to be one of stark social polarization, the function of schools is radically ally, to educate a minority to a high technical level and to contain and absorb the rest. If the future is one of work-sharing and leisure-sharing, the function of schools is to prepare all people both for paid work and for participation in public affairs, starting at community level.

Public affairs make wider demands on both the personality and the intellect than paid work does, and so it is to this area that curriculum should primarily be oriented.

Gabriel Chanan is editor at the National Foundation for Educational Research. This article is based on a paper given at a conference on "The Successful Comprehensive School," last December.

features

Not so much a mother substitute...

Ryedale Community Nursery in south London has become a focus of great interest among practitioners and researchers. Margaret Prosser reports on its pioneering work, and the threat to its existence

Ryedale Community Nursery in Balham, which excels at grasping nettles, has taken on the toughest of them all—the need to create a pattern of care for under-fives that combines the best aspects of the work of traditional agencies in under-fives provision, the kind of “care” in day nurseries run by social services departments, and the “education” offered in nursery classes.

In evolving that pattern Ryedale has taken on other major issues, among them a commitment to multi-ethnic teaching, and the inclusion into the system of children who would normally stand no chance of nursery education, those of low-income but two-parent families.

Small wonder, then, that Ryedale is hailed as one of the most exciting developments in a field badly in need of an injection of new ideas and skills. Indeed so many practitioners and education researchers are anxious to see the Nursery in action that, for the sake of its children, Janet Fossman, the Nursery's senior worker, has instituted a waiting list for outside visitors.

Yet Ryedale, like other community nurseries that first got off the ground in the heady days of cash bonuses to inner city areas through Urban Aid grants, lived with the likelihood that the Government's financial cuts will close down community schemes even before they hit local authority nursery classes. It takes between £40,000 and £45,000 a year to fund the Nursery through an

Urban Aid grant to Wandsworth Community Relations Council, whose workers started Ryedale in 1972.

The grant was renewed for a second time and runs out early next year. Urban Aid grants are rarely forthcoming for a third time. For Ryedale that is yet another nettle to grasp—and one that has given it even greater impetus as a campaigning nursery.

Ryedale's success is based on a refusal to accept many of the assumptions which underlie the formal system of nursery provision. The belief, for example, that care for the under-fives can, or should, be separated into two distinct systems of “education” and “day care”.

Barry Huggill, who heads the Nursery and is one of two Wandsworth Community Relations Officers, insists: “We want the term ‘under-fives’ to be seen as generic. It is not a question of social provision and educational provision, the one the field of Social Services through day nurseries and the other the responsibility of Education in nursery classes. Yet this is how provision is organized.”

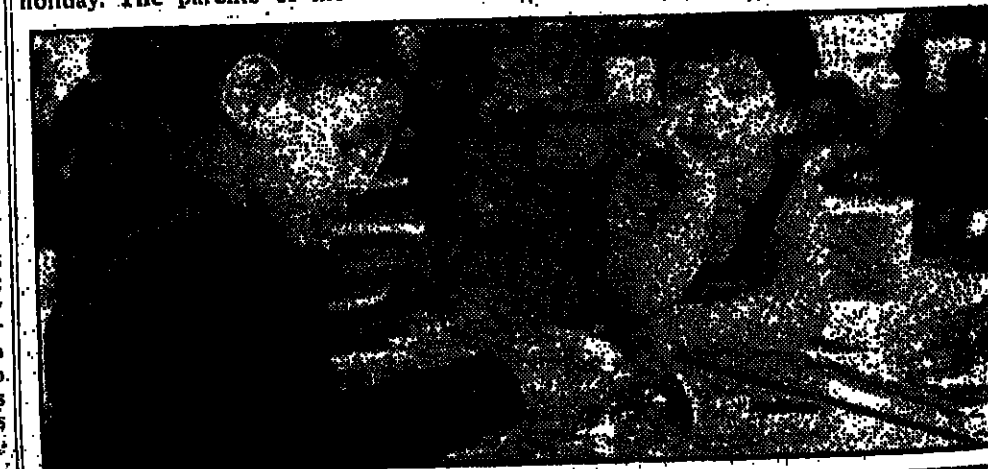
From this starting point Ryedale goes on to refute the next set of assumptions: that nursery provision is either merely complementary (like nursery classes) or supplementary (like day nurseries) to mothering at home. Ryedale refuses to be seen as a mother substitute, and offers instead support for the rights and needs of both parents and children of the community it serves.

Janet Fossman says: “Our aim is to provide a cheap but caring and educational service for the children of parents who both have to go out to work: the sort of service you would expect from a good nursery with the emphasis on language development, new experiences and stimulation, parental involvement, and a belief that a multi-ethnic society is a very positive thing which will widen the children's experience. We're trying to get over the concept of respecting different families.”

Ryedale opens daily from 8.30 am until 6 pm, and for most of every school holiday. The parents of the 24 children

who attend pay just £5 a week for each child. Because these children have two working parents, the doors of a conventional council day nursery would most likely be closed to them, and with two small incomes their parents could never afford the fees charged by private nurseries. Most of the children arrive through a referral system, from professional agencies such as doctors and speech therapists.

The practical application of a commitment to multi-ethnic teaching is an aspect of the nursery that has attracted a lot of attention. Janet Fossman and her staff of four introduce the multi-ethnic aspect into all the activities, from displays for ethnic, to shopping in the local market



features

foods as well as potatoes, and including curry and yams on the menu.

In addition, they have set out to build a bank of appropriate resources, which has involved lobbying all kinds of manufacturers to change and extend their products. Black dolls with blue eyes, for example, have gone back to the manufacturer, with a carefully argued plea for something that doesn't resemble an English rose type, painted black.

The result of the lobbying is a fund of educational materials, that includes the best of ethnic story books, Chinese and African dressing up clothes and black dolls with authentic features. Above all, the materials reflect the background of the children who use the nursery.

Attention to family background includes constant consultation and exchange of ideas with parents. It also involves them in the real decision making. Parents sit on the nursery's management board and are free to come and go as they please. A measure of their involvement is the 90 per cent attendance at a recent parents' evening, and the way parents regularly collect their children, and end up staying

to join the activities.

Liaison with local schools is also part of the pattern, after Ryedale took the initiative. Most of the schools now give their support to the link-up, with two-way visits between the children.

Policy—on all aspects of the running of Ryedale—is so clearly defined that a visitor might assume the place was set up according to some sort of catechism, and has run like clockwork ever since. Ask either Barry Huggill or Janet Fossman to explain a point, and they will talk confidently, clearly and at great length, and then apologize for “raving on”. But of course Ryedale was not set up as a showpiece answer. It has evolved.

True, Wandsworth Community Relations Council identified the need for such a place with accuracy. “But it started off fairly chaotic, like a sort of full-time playgroup”, said Barry Huggill. Janet Fossman, a qualified nursery teacher, joined five years ago, and described it then as “all a bit vague and jolly, with quite a high staff turnover”. Nevertheless, it was already beginning to change. A kind of structured day had developed, if only as an adult response to coping

with a bunch of lively children.

“But obviously the children needed more security, through more limits and tighter structure, and they needed much more learning experience”, Janet Fossman went on. “From that point we were able to develop a philosophy based on much clearer ideas about what we were attempting to do, but with as much flexibility as possible so that we could respond to ideas and needs as they arose.”

That philosophy means a carefully structured day. It begins with free play and table activities, with lots of use made of the Wendy house, the book corner and dressing up materials. Children are regularly taken out (the nursery has the use of a mini-bus) to the library, swimming, to the local shops and market, in fact to anything of interest that has an educational basis.

There is a group time, when children are divided into small groups with their own member of staff for specific learning activities that will include basics like colour and shape. There are more groups, according to age, for story time. Language development is a major

priority, with lots of talking and encouragement of speech. Ryedale, housed in premises originally intended for supermarket warehousing, is lucky to have outside space available.

Ryedale has campaigned for multi-ethnic teaching for many years and for the resources necessary for that; for better nursery provision; and for the sharing of experience and knowledge between nurseries. Now its campaigning is extended to organizing against nursery cut-backs of all kinds.

“It would be self-indulgent and wrong simply to campaign on our own behalf”, says Barry Huggill. “Our campaign is for multi-ethnic education for under-fives.”

The campaigning, in conjunction with other London nurseries, includes the traditional political lobbying process, and discussion with MPs aimed at achieving a genuine and increased commitment to the under-fives from the Labour Party. BBC television's *Open Door* programme was also effectively used to state the case.

All this means extra work and strain; but Ryedale aims to go on fighting to change assumptions and convert the non-believers.

Getting better all the time?



As part of our series on pressure groups, Adam Hopkins examines the changing role and growing authority of the National Association for Multiracial Education

NAME, the National Association for Multiracial Education, began as an organization for worried teachers who recognized their need for help in the multi-ethnic classroom. In the mid-1960s this seemed to be mainly a matter of learning how to teach English to arrivals from overseas.

Today, though back-up for teachers remains a major function, the stated aim is “to play an active role in making the changes required in the education system which will further the development of a just multiracial society”.

In making this shift, NAME has passed, at the same time as many individual campaigners, from a broadly assimilationist position—“boil the pot long enough and we will all be much the same and friendly to each other”—to a position of cultural pluralism. This means that people of different races are seen as different, but worthy of respect, and educational support in those differences as well as in the aspirations which they share with the rest of society.

NAME remains fundamentally an association of white teachers—only about one in six at this year's conference was black—but the change in emphasis in recent years has made it more effective as a pressure group, and far more open to black opinion. The general view of NAME among those concerned with race and education is that it is a necessary group, and getting better.

Trevor Carter, a member of the Rampton Committee, inquiring into the education of children from ethnic minority groups, and a former chairman of the Caribbean Teachers' Association, describes NAME as “an extremely useful pressure group, which can speak to people black teachers' groups cannot reach, and is respected by the DES, education authorities and individuals”. It is true they have attracted only a sprinkling of black teachers, he says, but they are doing the job they have set out to do, which is to organize for multiracial education.

Lee Garrison, who runs the London-based Afro-Caribbean Education Resource Project, says: “In the early days it wasn't clear whether NAME was an anti-racist lobby or just supporting language, then worked in racially mixed schools in Huddersfield, and High

opposed to trying to break down the barriers of racism which exist in schools. At the beginning they seemed more peripheral; now they are in the mainstream.”

The critical change in NAME's attitude, even though it still seems radical and possibly threatening to some white teachers, has come about because of the accumulated weight of experience of the association's members in the past decade. This has perhaps been accelerated by the association's journal, now called *New Approaches in Multiracial Education*. But the journal itself reflects a new conviction that “colour-blindness” and “treating them all as children”—an approach which still prevails in many classrooms—is a way of ducking the main issues. That is something NAME tries not to do.

The association began in 1965 as a group called ATEPO, rendered at first as the Association for the Teaching of English to Pupils from Overseas and later, in the first of several revealing changes of name, as the Association for the Education of Pupils from Overseas.

Until 1972 the journal was called *English for Immigrants*. It then became *Multiracial School*, and achieved its present and more open title only in 1978. NAME itself was formed out of ATEPO in 1973 as an entirely voluntary organization depending on the labour of its members.

What has recently changed NAME into a more convincing organization in practical terms is a short-term grant from the Barrow and Gwynedd Education Trust, which has enabled it to hire the full-time post of a general secretary.

Madeleine Blakeley has held the post now for 18 months, trying to help teachers where help is required, fostering the work of the branches by providing support and back-up for local teachers, and seeking to apply pressure at sensitive points in the system.

Encountered in NAME's office in Burton-on-Trent, a “simple” room in the teachers' centre provided by the local education authority, she exemplifies in her own person the growing awareness that language teaching alone is an insufficient weapon against racism.

She began with a diploma from Leeds in the teaching of English as a second language, then worked in racially mixed schools in Huddersfield, and High

Wycombe, and as a lecturer in multiracial education in Derby, progressively coming to realize that the role of the teacher involved not just language, but more fundamental matters to do with differing cultures.

She has published an admirably illustrated book for children about the family life of a Muslim girl in a mill town in the north of England. But books about village life in the places families originally came from are not enough, she thinks, and they even be counter-productive because of their concentration on the “wrong” things. “What matters most is what is happening to those growing up as black British youngsters, young people who have a cultural background which is different from that of their white peers, but also a great deal in common. That is something new.”

If they fail at school in disproportionate numbers, she argues, that is because school and society are failing them. If schools behave with intelligence and sensitivity, there is great potential in what children from such diverse backgrounds can contribute to social and academic life.

One of the central themes of Madeleine Blakeley's writing and speech-making as general secretary of NAME is that children from ethnic minority backgrounds should be seen as valuable, not as a problem. This line of thought meant that NAME was bitterly hostile to the inclusion of race and education in the remit of the Centre for Educational Disadvantage in Manchester, and shed no tears at all when its closure was announced.

Another of her beliefs is that many hitherto unawakened teachers will be prepared to listen provided they are not shouted at and accused personally of racism. She herself is gently persuasive, and far from shrill.

But she is also quite inflexible in the belief that recognition of racism is not enough: action to put things right must follow. It is also vital for the cause of justice, she maintains, that an understanding of Britain's new multi-cultural identity should reach schools in those many areas where black faces are virtually unknown.

NAME works regularly with the NUT, lobbies the DES and Ministers (the magazine has recently had a two-page “boost” of 27,000 from the DES) and in the “Family Lobby”.

puts in evidence to any committee that happens to be going, with Hampton School, the most important. NAME is also good at raising issues. The question of the growth of “disruptive units” and the large number of black children who end up in them, sometimes for reasons as much connected with the teachers as the children, was first articulated in a way to prick the conscience by NAME groups in London.

But perhaps more impressive, and spoken of highly by teachers outside NAME, is the enormous amount of literature and classroom material produced by local branches. A random selection picked up on my travels includes a booklet of the first-hand experiences of minority group children, written for children and produced by the Glasgow branch; from Northamptonshire a studious report on mother-tongue teaching; and from London, which has a number of branches corresponding to ILA divisions, a punchy and effective newspaper called *Issues in Race and Education*, and sheaves of booklets either produced or influenced by NAME.

London NAME has also organized several successful touring exhibitions, one on racism in children's books, and there are a number of working parties grappling with issues, from the spectacular to the drab.

All of this seems commendable and potentially enlightening. But one question lingers in many minds. Just how “lefty” and intransigent is NAME?

Looking from outside one sees an association concerned with education rather than radical politics *par se*. Yet because NAME stands for change, it is evidently political in implication. In practice the degree of radicalism varies greatly from place to place, with hot debate and placard-carrying demonstrators in one branch, perhaps, and an education officer and an NMT or two in another.

The only safe generalization is that NAME working inside the system, as it does, is a reformist and not a revolutionary group. But the desire for social justice burns increasingly strong.

NAME can be contacted through Madeleine Blakeley, 13 Dales Lane, Finchley, Derby DE6 6AX, tel 0283 702448. The next article in this series will be on the “Family Lobby”.

media

Versatile resource for teacher and pupil

WINIFRED TUMIM on series for handicapped

ETV AND RADIO
Capricorn Club
BBC Radio, Tuesdays, 10.45 a.m.
Sounds Words and Movement
BBC Radio, Thursdays, 9.55 a.m.
In Sight
Yorkshire TV, Mondays, 11.05 a.m.
Wednesdays, 11.35 a.m.

The BBC takes seriously its obligation to slow learners and other handicapped children, although not at the expense of the non-handicapped, for the material in both Capricorn Club and Sounds Words and Movement is suitable for a far wider range of children than the target group. Many non-handicapped children could benefit from the precise analysis of learners' needs which characterizes special education at its best and is evident in both of these radio programmes.

BBC radio's Capricorn Club is an ambitious series. The publicity describes it as "specially devised for those working with the handicapped—all ages and all levels of disabilities". It goes on to explain that "each broadcast is divided into small units and a number of units are directed at the teacher". So the series is aimed at teachers, workers and parents as well as handicapped children.

The BBC has tried to encourage audience identification and participation by sponsoring a competition for a Capricorn Club emblem, offering contact with programme contributors, and sending each programme with a short forum.

Each broadcast is essentially a resource, never to be played directly to the class but used judiciously by teachers and other workers. The broadcasts are divided into units, with separate target audiences. The target for a particular unit might be slow learners, physically handicapped, or those who are less often heard from in school, or ordinary schools. Radio is used to advantage, providing teachers with listening material which would only be available—if at all—to schools with well developed audio-visual libraries. One unit focuses

on sound effects based on noises made in the home—running bath water, a vacuum cleaner, washing up crockery and so on, and is excellent for developing identification and for stimulating conversation. The units are clearly differentiated, and those which are directed towards teachers give them the benefit of a wide range of professional ingenuity, offering a means of sharing professional skills as recommended in the Warnock Report. There are brief case-studies on achieving integration. The description of the series as "sound-based experimental" can be endorsed, and the experiment seems to have worked well so far.

For the 7-11 age group, Sounds Words and Movement is intended to help children both to listen to words and music, and to use them in the circle with base drum and imaginative play. It is aimed at slow learners but would be useful in many classes. The first four programmes are based on a circus, and children can pretend to be clowns, horses or a clown and join in the circle with base drum and tambourine. The programmes should be pre-recorded in time to prepare the correct equipment. The last four are revision programmes.

Sounds Words and Movement can also be used to stimulate creative or language. Children can make up the teacher can focus on parts of the face which are less often named: eyes, nose, mouth, cheekbones, jaws. The notes are good, the music is lively and descriptive, and the connection between the music and actions is convincing.

In one programme children are asked to think about the sound words used in a snappy poem which goes:

Sh, Buzz, rumble and bang
Coming from everywhere into our ear

It is a pity that no distinction was made between words which make the sounds they represent—such as "buzz" and "hum"—and words like "stutter" and "plop" which merely suggest certain sounds; in

other words, to distinguish onomatopoeia from secondary onomatopoeia. But this does not detract from the usefulness of the programme.

For obvious reasons, radio cannot be used with very deaf children, so it is encouraging that Yorkshire television should have produced a series for hearing-impaired or middle school age. In Sight is an ambitious series of eight 15-minute programmes, popular in style, which give both language experience and awareness of the way language can be used to express feelings and ideas.

The programme has a theme—cameras, police, money, armour, Olympics, pets eating and holidays—and the information says the series "follows a constant weekly format in the pattern of events and scenes in familiarity with a recognizable structure". Here things start to come unstuck. With radio, switches in time and space must be made very clear. Television makes this is not the best way to increase vocabulary, whether for deaf or slow learning children, and that the hectic quality of the "watchword" sections reflects the anxiety of education to flood their deaf pupils with language, rather than a calculated attempt to meet language needs.

The information says that faces are filmed in such a way that they can be lipread, but unfortunately this is not always true. In the barter sequence no language was used at all—the deaf boy merely pointed at what he wanted. Why was this? What educational purpose did it serve which would not have been equally well served by getting the boy to speak or attempt to speak? One also wonders whether it is sensible to show a deaf child on television with no formal means of communication.

It is also a great pity that introduced Dorok Griffiths' marvellous gifts are used to dominate the programme rather than illuminate it. In the programme with the theme "money" he is a medieval merchant in a modern shop. Three deaf children in medieval dress come to his shop and barter odd jobs for food. What is the deaf child—indeed any child—to make of this mixture of

periods? The sequence is followed by an ambitious attempt to explain the relationship between money and gold—puzzling to economists, let alone slow learners and deaf children.

Each programme has a brief "watchword" section in which Derek acts out various words in a word-family—e.g. search, look, track, hunt and quest; or tug, pull, heave, yank and drag. This species of visual Thesaurus is an interesting idea but not surely the best way to teach related concepts. The sequence lasts only about a minute, and most children will find it hard to take in the words. Yet if the sequence were recorded on a video cassette and this were used to reinforce the programme, would there be any advantage over acting out the various verbs and then using them in a written context?

This seems especially true since the difference between the verbs has as much to do with their semantic properties as with their syntactic ones. One cannot help feeling that this is not the best way to increase vocabulary, whether for deaf or slow learning children, and that the hectic quality of the "watchword" sections reflects the anxiety of education to flood their deaf pupils with language, rather than a calculated attempt to meet language needs.

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Call of the wild

FILM
Wild Birds Calling
16mm: colour: 20 minutes
Available from Mobil Film Library, Guild Sound and Vision, Woodstock House, Oundle Road, Peterborough PE2 9PZ
Hire fee £5.45

Injured birds taken to the Mouse-hole Wild Bird Hospital and Sanctuary in Cornwall are treated and returned to their natural habitat when fit. The Wild Birds Calling tells of this work and survival of the hospital started in 1928 by Dorothy Vye, and her sister, when they were given a jackdaw with a broken wing.

The temptation when filming such a subject is to use all available techniques. Instead, Keith Duerden, the director, opted for simplicity. Also refreshing is that, while the film has been made by the Mobil Oil Company, and their support is acknowledged in the film, it is obviously not a sponsored film, but about saving birds, including those that are victims of industrial pollution.

Any initiative for follow-up work rests with the teacher, who would have to see the film before showing it to a class, if additional material was to be prepared.

A teacher could use the film to arouse the interest of pupils in the environment, and 'care of wildlife', by relating to scenes which show children taking injured birds to the hospital. He or she could provide information on some of the named birds, their migrating habits, the type of food that is eaten plus finding appropriate extracts from books.

Since the film has been kept to 20 minutes, which is reckoned to be the maximum concentration span, it could also be used to spark off a general discussion.

It could be suitable for all age ranges as the film has been made for a wider audience than schools, in the hope of getting financial support for the hospital. It was produced for Mobil by Michael Fajong Productions.

S. Segrove

Sex and sensibilities

ANTHONY GLEES on 'Living and Growing'

ETV
Living and Growing
Gramplan

Rather like the teaching of politics, sex is a subject which impinges on a teacher's own beliefs. Any bias, whether imagined or intentional, can cause a lot of trouble, and this is why the subject is treated with such care. The Gramplan Living and Growing is simply unacceptably honest about the whole business.

Gramplan's Living and Growing is a remarkable series, and its excellence is such that it is likely to generate new ideas on the treatment of sensitive subjects by ETV. Living and Growing is aimed, primarily, at the 10 to 13 age range, but older children too could profitably view it. It is concerned with sexuality, change and adulthood, and it provides good factual information about sex characteristics, marriage and babies. It is interesting in that it uses the insights and opinions of schoolchildren themselves to reinforce the material.

In the first programme, Stanley Mitchell, the presenter and the author, locates sexuality in a broad social context. People need people and are in their bodies, and the necessity for love, comfort and satisfaction remains. Then we hear from the schoolchildren. They are unsure whether they are kids or grownups, wanting more respect and dignity, and feeling that they will keep on second helping at dinners which is, apparently, not an adult thing to do.

IMPRESSIONS OF PARIS

This delightful 25-minute film captures the spirit and atmosphere of Paris through the eyes of its painter. It contrasts the City as it was, in the language of the Impressionists, with the photographs that distil its essential character. Available on loan to bona fide schools and organizations. Apply to: TIME OFF LIMITED, 25 Chester Close, London, S.W.1. 01-235 1270

Programme two looks at attachment. A most delightful sequence confirms that people are different: a class of similar-aged children is lined up to prove that each child is a unique individual. The most important difference, says Mr Mitchell, is sex. To see schoolgirls talking about how they bought their first bra, boys describing shaving, and girls describing their first experience of these kids is infinitely reassuring.

In programme three, after some animated representations of sex differences, girls talk about menstruation, what it felt like and the changes caused in their lives. The sexual intercourse was the subject of programme four. Despite a diagrammatic film of the actual mechanics of intercourse, Gramplan, on this occasion, did not use young people's views. Instead we see a number of "engaged couples" discussing whether they would prefer boy or girl babies. Gramplan's timidity here is a shame, even if it is understandable.

The rest of the programmes deal with conception, the birth of a baby, and other questions were less happily dealt with: the baby-centric view of sexuality was never questioned by Mr Mitchell, and it was allowed to completely minimize the issue of contraception. No devices were shown, no instruction given.

A series which succeeds in making sex seem interesting and fun is being dishonest if it does not concede that love-making need not involve wanting children. Gramplan should rectify this flaw.

Apart from this, however, Living and Growing is an exceptional contribution to ETV and its techniques. It effectively gives schoolchildren a role in programme-making, and the resulting television less of a surrogate teacher and more of a trustworthy companion.



Roads to somewhere

FILM
The Road
The Village
Colour: 16mm/video-cassette, 25 minutes each
Produced by Random Film Productions for Shell UK Ltd.
Available on loan with teaching notes from Shell Film Library, 25 The Burroughs, Hendon, London, NW4 4AT

The first film in a new series, for upper secondary students, called "History Around You" are well researched and scripted, beautifully shot and packed with information

Paris as seen through the Eyes of its Painters
Film by Time Off, 2A Chester Close, London, S.W.1
16mm colour, 25 minutes

What more picturesque way to see Paris than through the art it has inspired? Imagine the sun-dappled, colour-studded Impressionist redemptive portraits, the glowing ballet portraits of Degas, the other mysterious combinations of light and shade of contrastingly sharp and defined

that should interest not just the target audience but also middle and upper primary school children.

The Road follows the development of roads from Stone Age paths to motorways. The contribution of the Romans is included, but there is also a great deal more. The feeling of what travelling must have been like during each period is well conveyed, particularly Saxon times and the Dark Ages.

The film takes us along tracks trodden by pilgrims and merchants, royal households and sheep and cattle drovers. Cattle had iron shoes fitted for the long, slow journey from the pastures of Scotland to the meat markets of London. By the 1820s Britain boasted the best roads and coaching inns in Europe. However the English village has survived, and in the second film we are told how each one has its own

expanses of colour. Then there are Pissarro's highly impressionistic views of the boulevards, in all seasons.

These, and many more paintings, have been incorporated into the film which is the new venture of the Time Off. Contemporary Paris, in photographs, and the same scenes in nineteenth century Paris on canvas, complement each other in an alternation which seemed at the beginning just a little too rapid, but soon settled into a pleasant coherence.

Of course, this film is designed to attract tourists to Paris rather

than as a purely aesthetic or historical exercise. There is, for instance, no mention of the monstrous plans for the Centre Pompidou. In spite of the commercial aspects, however, the film is strewn with historical details, enough to tempt the philologist in their shrunken perspective. On free loan, the film offers a thought-provoking basis for discussion in French classes, but also a strong case for a general trip. It is a pity that the charm with which the painter's eye has invested the things of this day life.

Ros Hawkins

Caroline Meehan

APU tests a mistake

Dennis Carter

The reading and writing tests of the Assessment of Performance Unit, administered in my school recently, have caused me great concern. I suppose I was foolish to expect much better than a series of rather dull passages, not dissimilar to those found in the comprehension textbooks, to test reading. I did not really know what to expect of the materials for testing writing.

Based upon two poor pictures of dogs (compare and contrast) or the creative writing task: "Write about anything...". As for the third task in our booklet, well, I was so depressed and angry that I wanted to send the whole package back to the APU.

It consisted of a long, deadly boring passage about fireworks from which the children were expected to make notes, then write about a fireworks they knew, using the information gained from the passage which was taken from an encyclopedia.

It is quite clear to many of us

who teach in primary and junior schools that children do not learn most effectively by adopting such strategies as this. The APU workers would no doubt say that they are testing the children's language skills. They are likely to meet. Yet, by devising such tests, they also encourage and give official support to practices which many of us consider to be bad.

We are well aware that the force feeding of facts by note-making and copying is a widespread tactic in projects and topics throughout junior schools and departments. We also know that the "in your own words" type of writing never is in the child's own words.

Such a strategy cannot possibly achieve that objective. Facts inhaled in this way never become part of the child's "action knowledge" as Douglas Barnes calls it. In From Communication to Curriculum, he says: "...all knowledge has to be actively incorporated into the way it will be of little value."

Children learn most effectively at this stage of their growth by being involved in "concrete" experiences. Piaget and his disciples have revealed this truth in their studies of children's thinking in primary schools know it anyway.

They have seen too often that it is the mediocre time-server who, as pressed for sound judgment and balance as if school generally were so well managed that any criticism must indicate instability.

The mystery is that governors, who seem to be thoughtful, well-meaning people, continue to lend their names to a system in which most feel ineffective. Is it because the position is one of the few open to ordinary people which carries status and a little privilege, or is there a real responsibility?

There are, of course, heads who recognize the importance of good management practice, and genuinely seek to give their staffs responsibility for making appointments, determining the balance of the curriculum, agreeing standards, and values, and developing links with the parents and community.

In such cases, though, teachers know that they are merely the recipients of easily withdrawn privilege, particularly if their decisions are subject to challenge. Other heads continue to exploit the power given only too readily by L.E.A.s. In the words of one head: "So long as the L.E.A. tells me I am responsible for this school, I will do as I want."

Unfortunately, most governors seem to see the school as a non-litigious body insensitive to its surroundings. The real conflict is usually inside the school. Until school governors grasp this, they will be unable to understand the way schools work.

Where good management practices operate within a school, governors may find they need to do little more than help to mobilize the support of the community. But where sound democratic management is lacking, governors usually have to help resolve the internal problems before they can begin to be more broadly effective.

Too many governors fear that any increase in the numbers of teachers will increase the cost of the school. Governors will decrease their own powers even further while strengthening those of the head. The reverse is more likely to be true. Increasing the numbers of teachers is usually totally ineffective, for reasons any worker will know: it is likely in many cases to reveal areas of disagreement about which most governors are totally unaware; but the resolution of any such disagreement is a job for the head.

In a recent meeting, I asked a head to prepare a report on the school's proposals for the next year. The head's proposals for the next year were, in effect, a list of things to be done. The head's proposals for the next year were, in effect, a list of things to be done. The head's proposals for the next year were, in effect, a list of things to be done.

Tony Bisson is a former principal of a primary school in the East of England. He is now a personal adviser at a local authority.

Poor state of play

Don Davies

An investigation concerning the training needs of 170 young British tennis tournament players confirmed a widely held view that for boys the game generally in schools is accorded low status. In the vast majority of cases, boys are dependent for coaching and practice from sources outside the school.

It is difficult to find any other sport which is taught quite so badly in schools. Frequently, the teaching is completely unhelpful. Coaching is often poor or non-existent, and the playing facilities quite appalling. Where courts are provided, they are mainly of the "all weather" type of asphalt construction. Such courts are far from ideal. The surface is slippery, hard and unyielding. There is no "give" and footwork and movement are restricted.

The courts in use at most schools become very abrasive and produce a slow bounce, making the acquisition and progression of the game, attacking strokes, far more difficult than on a "fast court". On average, the nap on the balls lasts for about a couple of lessons. The balls are then virtually useless for tennis, though in most cases they will be used for the rest of the term. Tennis is invariably played with black, dirty, worn tennis balls.

The slow bounce means that attacking strokes are difficult to execute and their effect largely nullified. Young players are therefore not encouraged in schools to play powerful strokes for more than a few strokes. A defensive game plays off and "pat ball" tennis succeeds where it never does at higher levels of play.

This kind of provision does both the game, and all who attempt to play it, a grave disservice. Responsibility for the state of the game in schools should be a high priority for school management.

Tennis is often taught by people who have little conception of the game, even at a very basic level. They are "generalists" who play themselves and thus become unable to initiate them to help acquire technically sound strokes.

Inevitably, young players, if they learn anything, learn the wrong things. In terms of acquiring skills, they are likely to be worse off than boys who have never played the game at all, since, if they are to improve, their techniques and tactical approach to the game will, devoid of purpose, meaning and

the many features of the whitethroated territory. One boy even mapped it out.

This "concrete" experience provided a dynamic context for the children made full use of this opportunity in their reference library, reading and discussing their finds. There was an educational experience that will last for ever, to become a living part of their consciousness.

In a recent letter to me, Dr. Gorman said that the majority of head teachers and their children approved of the language testing materials of the APU, using this as a justification for them. However, this is only to be expected. Any head teachers who promote in their schools such force feeding of facts and whose language curriculum demands that young children work mechanically through passages of prehausen and other "English exercises" are certain to approve the APU material.

Similarly, the children in these schools are bound to find it acceptable to the things that are the status quo already in their life in school. It must make head teachers very secure to see that an official body like APU supports and recommends such activities. Yet these unfavourable statistics are no justification for bad practice.

The subjection of passages of

fiction and poetry to the comprehension exercise treatment, as the APU does in its tests, is another frightening aspect of its work. Literature can be the source of the most exciting range of creative responses in schools. But the APU's narrow practice in their language testing materials creates another dangerous precedent which may well consolidate the phillistine attitude towards literature that the comprehension exercise approach always embodies.

I lament for the children whose vast potential will be stifled by the dreary days and weeks spent filling in boxes, putting lines underneath, and answering, rightly or wrongly, questions about passages of prose and poetry. By pandering to such bad practices, under the brief that these are the things that children will meet so we ought to teach them, the APU may well do them a grave disservice to the pursuit of knowledge in our primary schools.

The practices of the APU language testers will certainly not lead to the advance of knowledge of the world among our children, neither will it increase their interest in fiction and poetry, nor help make them readers for life.

Dennis Carter is head of Taliesin Junior School, Shotton, Deeside, Chyod.



Tony Lloyd in his teenage days: most schoolchildren are deprived of anything like the facilities enjoyed by the favoured few.

have to be largely unlearned. It is likely, therefore, that they will get worse before they get better.

Tennis is a highly complex skill. Unlike squash, it takes some time to be mastered. The game can be sustained to the point at which the game can become enjoyable. The vast majority of schoolboys never reach this level of skill. The beginner practices or plays with another beginner. The ball is rarely returned within reach and rallies of any length seldom occur. Much of the time is spent standing around or in "fagging balls".

Don Davies is a principal lecturer in the Worcester College of Higher Education.

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Nursery Education

KIRKLEES DISTRICT COUNCIL
THORNHILL JUNIOR SCHOOL
 Headship for September 1981. The successful candidate will be responsible for the school's nursery school. The successful candidate will be responsible for the school's nursery school. The successful candidate will be responsible for the school's nursery school.

OXFORDSHIRE COUNTY COUNCIL

WATTHAM FOREST JUNIOR SCHOOL
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NURSERY SCHOOLS AND CLASSES

Applications are invited for appointment to a number of posts in the City's Nursery Schools and Classes which will be available in the Autumn Term. Candidates should be qualified teachers who have had training for the Nursery age range. The vacancies could be either permanent or temporary depending upon conditions prevailing at the time. Those interested should write to the Staffing Branch, Education Office, Margaret Street, Birmingham B3 3BQ, enclosing a stamped addressed envelope, for a form of application returnable to the same address as soon as possible.

BIRMINGHAM CITY COUNCIL

ilea INNER LONDON EDUCATION AUTHORITY

For Teaching Posts In The Inner London Area

See Pages 58 & 59

Playworker—Area 6

Full-time salary: £3,546 to £4,716 per annum, inclusive (qualified)

A half-time Playworker is needed to work with Mothers and Children who care for pre-school-age children. We are looking for candidates who have some experience in play and/or teaching the very young. The post holder will be a member of an Area Social Services team led by a Senior Social Worker, and will work closely with the Childminding Development Worker and the Under-fives Development Worker. The work will entail some home visiting as well as working with groups of children and their mothers. The work will mainly be in the mornings for a total of 20 hours per week. The ability to drive and car ownership would be advantageous. For informal discussion contact David Bishop, Area Manager, 01-461 1114.

Application forms and job descriptions from the Controller of Personnel and Management Services, Room 706, Brent House, High Road, Wembley, Middlesex, returnable July 10, 1980; telephone 01-903 0371 (24-hour Answering Service). Reference number 8/907/10 must be quoted.

London Borough of **BRENT**

Classified Advertisements

The charge for advertising in all classifications is £1.05 per line (minimum 3 lines).

Display in classified advertisements 25.00 per single column cm (minimum space 3.5 cm double column at £14.00).

A charge of £1.50 is made for Box Number facilities.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to: The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ, by Monday for the following Friday's issue.

THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE

IBSTOCK PLACE SCHOOL
 Clarence Lane, Roehampton, London S.W.15

Applications are invited for September, if possible, for a well qualified

Part-time Nursery Teacher

(5) in the Demonstration School of the Froebel Institute. Informal prior visits are welcome. There is a possibility that free accommodation could be offered in exchange for some evening supervision of boarders. Salary based on Barnham Scale 1 plus full London Allowance. Application forms and details from The Secretary, Froebel Institute, Clarence Lane, Roehampton, London S.W.15. Forms to be returned by July 14, 1980.

VOLUNTARY PRIMARY SCHOOLS SCALE 1 POST

Oratory RC-JI School, SPS
 Oliver Road B16 9ER

Vacancy for Nursery Teacher to work in purpose-built, 30-place Nursery Class for September. Apply immediately to Correspondent Manager, care of Head Teacher at the School.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

HEADSHIP

North East Essex Area

New Vivenhoe County Primary School, Bowes Road, Vivenhoe, Group 5, opening January, 1981. Closing date: July 18, 1980.

Application forms and details from (foolscap S.A.E. required): County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex.

ESSEX
 County Council

HEADSHIPS

Thurrock Area
 Bulphan C.E. (Controlled) Primary School, Bulphan, Upminster (roll 66 Group 2), for January, 1981.

Corringham County Primary School, Herd Lane, Corringham, Stanford-le-Hope (roll 498, Group 7), for January, 1981.

Closing date: July 11, 1980. Application forms and details obtainable from (foolscap S.A.E. required): County Education Officer, Threadneedle House, Market Road, Chelmsford CM1 1LD.

ESSEX
 County Council

HEADSHIP

of Beam Infants' School (Group 3-120 pupils)

It is hoped that this post will be filled from 1st January, 1981, or earlier if possible. Applications are therefore invited from teachers of energy and initiative for whom such a post would offer great scope. Salary Range: £8,711-£7,494 p.a. plus London Addition £200 p.a. Reimbursement of approved expenses in approved cases. Application forms and further details available (S.A.E.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 14th July, 1980.

Barking & Dagenham
 LONDON BOROUGH

headships

Applications are invited from experienced and suitably qualified primary teachers for the Headship of the following School: Total and Furness CE Primary School, Walsley Bridge, Group 3. Number on roll, 120. Closing date: July 4, 1980.

Application forms and particulars for the above post (foolscap S.A.E. please) from the Director of Education, County Offices, Mallock.

DERBYSHIRE
 County Council

PRIMARY HEADSHIPS continued

HUMBERSIDE COUNTY COUNCIL
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LEICESTERSHIRE

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Cheshire

ST. PETER'S R.C. PRIMARY SCHOOL
 Millbrook Lane, Wootton, Warrington
 Tel.: Warrington 815314
 Group 4 School

Head Teacher

Applications are invited from suitably qualified teachers to take up duties on 1 January 1981. Practising Catholics preferred.

Application forms and further details available from District Education Officer, Education Office, Priestley House, Bank Street, Warrington.

Completed forms to be returned to: Reverend R. Ooley, St. Peter's Rectory, Welf Lane, Martinecroft, Mr. Wootton, Warrington.

Completed forms to be returned by 11 July 1980.

The Borough is within easy reach of Central London and is bordered by Epping Forest. (Readvertisements, previous applicants will be reconsidered.)

Required January, 1981.

Henry Maynard Junior School
 Addison Road, London E17
 Head Teacher, Mr G. Finlay

Second Master/Mistress

required for this Group 7 Junior School

Burnham Deputy Head Teacher

Group 7 (£6,839 to £7,752) plus Social Priority and Outer London Allowances

Application forms and further particulars obtainable on receipt of S.A.E. from (and returnable to) the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 5QJ.

Closing date: July 11, 1980.

Waltham Forest

The Borough is within easy reach of Central London and is bordered by Epping Forest.

Required January, 1981 (or earlier).

BARCLAY JUNIOR SCHOOL (Group 7)
 Canterbury Road, Leyton, London E15 9ES

Deputy Head Teacher

An experienced and enthusiastic teacher willing to accept substantial responsibility in a large, well-equipped school.

SALARY: BURNHAM DEPUTY HEAD TEACHER
 GROUP 7 (£6,839 to £7,752) plus award pending Outer London Allowances payable.

Application forms and further particulars obtainable on receipt of S.A.E. from (and returnable to) the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 5QJ.

Closing date: July 11, 1980.

Waltham Forest

Hounslow
 London Borough of

EDUCATION COMMITTEE

Education Department, The Civic Centre
 Lampton Road, Hounslow TW3 4DN

ORIEL JUNIOR INFANT SCHOOL

Hounslow Road, Hounslow, Middlesex TW13 8QQ
 Head Teacher, Mr A. S. R. Singleton, JP MBE
 Telephone: 01-884 0399

Required for September 1980

DEPUTY HEAD TEACHER (Group 6)

Capable of assisting in the organization and running of the infant department whilst still retaining an overall interest in the smooth functioning of the school is an entry.

LONDON ALLOWANCE £406 PAYABLE CLOSING DATE JULY 8, 1980.

Application forms and further details are available from the Director of Education, The Civic Centre, Lampton Road, Hounslow TW3 4DN (foolscap S.A.E. please).

A. GROVES, Director of Education.

Lancashire

County Council

Unless otherwise stated, the following posts are required for September 1, 1980.

Forms/further details from and returnable to the Head Teacher at the School. Stamped addressed envelope, please.

Closing date: July 7, 1980.

SECONDARY SCHOOLS

BROUGHTON COUNTY HIGH
Woodplumpton Lane, Broughton, Preston (Roll 688)
September 1, 1980, or as soon as possible thereafter:
SCALE 4 HEAD OF DEPARTMENT OF SCIENCE AND MATHEMATICS (GRADUATE REQUIRED)

BLACKBURN, JOHN RIGBY RC HIGH
North Road, Blackburn (11 to 18 comprehensive mixed)
September 1, 1980/January 1981:
SCALE 4 HEAD OF DEPARTMENT, MATHEMATICS
BARNOLDSWICK WEST CHAVEN HIGH
Kelby Road, Barnoldswick (950 mixed)
September 1, 1980 (applications for January 1, 1981, considered):
SCALE 3 HEAD OF DEPARTMENT, HOME ECONOMICS

BROUGHTON COUNTY HIGH
Woodplumpton Lane, Broughton, Preston (Roll 688)
SCALE 2 TEACHER IN CHARGE OF REMEDIAL EDUCATION

PENWORTHAM PRIORY HIGH
Crow Hill Road, Penwortham, Preston (1,082 mixed)
January 1, 1981:
SCALE 2 BUSINESS STUDIES (TYPEWRITING, OFFICE PRACTICE, COMMENCE)

TARLETON COUNTY HIGH
Hesketh Lane, Tarleton, Preston (11 to 16 mixed comprehensive, 840 on roll)
January 1, 1981 (or earlier, if possible):
SCALE 2 MODERN LANGUAGES

Second in Department, French main, German subsidiary.
SCALE 2 TECHNICAL SUBJECTS
Second in Department, Geometrical and Engineering Drawing with interest in Integrated Technology courses.

ORMSKIRK GRAMMAR
Ruff Lane, Ormskirk (Roll 1,089)
January 1981:
SCALE 2 ENGLISH
Up to "A" level.

BLACKBURN, WITTON PARK HIGH
Bunton Lane, Blackburn (11 to 18 comprehensive, 1,280 mixed)
September 1, 1980/January 1981:
SCALE 2 SCIENCE
Ability to teach Physics to "A" level advantage.

THORNTON CLEVELAYS MILLFIELD COUNTY HIGH
Belvedere Road, Thornton Clevelays (Roll 1,040)
SCALE 1 MATHEMATICS

FLEETWOOD HESKETH HIGH
Beach Road, Fleetwood (1,450 mixed including 200 Sixth Form)
SCALE 1 HISTORY
Up to "O" or "A" level, depending on qualifications.

SCALE 1 MUSIC
Assistance with English or History advantage.

CLITHEROE RIBblesdale COUNTY SECONDARY
Queens Road, Clitheroe (Roll 1,300)
SCALE 1 ENGLISH

LONGRIDGE COUNTY HIGH
Preston Road, Longridge, Preston (Roll 690)
SCALE 1 ENGLISH
Preferably with French.

BLACKBURN COLLEGIATE HIGH
Blackpool Old Road, Blackpool (1,560 mixed, 600 Sixth Form)
SCALE 1 GEOGRAPHY (GRADUATE REQUIRED)
To teach to CSE and "O" level at least.
SCALE 1 CRAFT TEACHER
Woodwork, Metalwork and Engineering Drawing to CSE and "O" level.

PRESTON ARHTON ON-WHILE HIGH
Alwyth Drive, Preston (1,550 mixed)
September 1, 1980, or as early as possible:
SCALE 1 TECHNICAL DRAWING WITH WOODWORK OR METALWORK

PENWORTHAM PRIORY HIGH
Crow Hill Road, Penwortham, Preston (1,082 mixed)
SCALE 1 FRENCH/GERMAN

BURSCOUGH PRIORY HIGH
Trevor Road, Burscough, Ormskirk (850 mixed)
SCALE 1 PHYSICS
To "O" level and CSE and Combined Science in Lower School.

TARLETON COUNTY HIGH
Hesketh Lane, Tarleton, Preston (11 to 16 mixed comprehensive, Roll 688)
SCALE 1 ENGLISH AND DRAMA
SCALE 1 BIOLOGY AND GIRLS' PHYSICAL ACTIVITIES

CHORLEY PARKLANDS HIGH
Southport Road, Chorley (950 mixed, 11 to 16 years)
SCALE 1 WOODWORK
To "O" level. Technical Drawing advantage.

DARWEN MOORLAND HIGH
Holden Fold, Darwen (1,135 mixed, 11 to 18 comprehensive)
SCALE 1 FRENCH
To "O" and possibly "A" level.

BLACKBURN ST WILFRID'S CE HIGH
Shakespeare Street, Blackburn (1,450 coeducational)
SCALE 1 RELIGIOUS EDUCATION

DARWEN ST THOMAS AQUINAS RC HIGH
Birch Hall Avenue, Darwen (495 mixed)
SCALE 1 MUSIC
To "O" level and CSE with Wind Band, Choir, and Recorder work.

BLACKBURN PLECKGATE HIGH
Pleckgate Road, Blackburn (1,195 mixed)
January 1, 1981, or earlier:
SCALE 1 RELIGIOUS EDUCATION

BURNLEY GRAMMAR
Byron Street, Burnley (Roll 508 boys, 11 to 18 years)
SCALE 1 ECONOMICS
Up to "A" and "G" level.

BURNLEY IVY BANK HIGH
Byron Street, Burnley (Roll 973, coeducational)
SCALE 1 FRENCH

BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley (Roll 824)
SCALE 1 MUSIC AND GENERAL SUBJECTS

NELSON EDGE END HIGH
Hibson Road, Nelson (Roll 1,041)
As soon as possible:
SCALE 1 HOME ECONOMICS

COLNE PARK HIGH
Venables Avenue, Colne (Mixed, 1,060)
January 1, 1981, or earlier:
SCALE 1 BIOLOGY

SCALE 1 ENGLISH (PREFERABLY WITH CLASSICAL STUDIES)
SCALE 1 RELIGIOUS EDUCATION

BACUP FEARNES COUNTY SECONDARY
Fearn Moss, Stacklades, Bacup (1,250)
SCALE 1 LIBERAL STUDIES
Fourth and Fifth Years.

MORECAMBE AND HEYSHAM, MORECAMBE HIGH
Dallam Avenue, Morecambe (Roll 1,450, 280 in Sixth Form)
SCALE 1 FRENCH

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool (1,880 mixed, 600 in Sixth Form)
SCALE 1 CHEMISTRY (GRADUATE REQUIRED)
To teach to "O" level at least.

BLACKPOOL, ST GEORGE'S HIGH
Cherry Tree Road, Blackpool (1,011 mixed)
SCALE 1 HOME ECONOMICS (MEATWORK AND COOKERY)
To CSE and GCE "O" level.

PRESTON TULKETH HIGH
Tag Lane, Inghol, Preston (Roll 833)
SCALE 1 BOYS' CRAFT SUBJECTS
Including Geometrical and Engineering Drawing.

PENWORTHAM GIRLS' HIGH
Cop Lane, Penwortham, Preston (710, 100 in Sixth Form)
SCALE 1 PHYSICS
To "O" and "A" level. Please state other Science subjects.

PENWORTHAM PRIORY HIGH
Crow Hill Road, Penwortham, Preston (1,082 mixed)
SCALE 1 GEOGRAPHY/HISTORY/SOCIAL STUDIES

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk (1,450, 11 to 18 mixed, 100 in Sixth Form)
SCALE 1 GEOGRAPHY
To "A" level.

BLACKBURN SHADWORTH HIGH
Shadsworth Road, Blackburn (11 to 18 mixed, comprehensive)
SCALE 1 REMEDIAL ENGLISH
In Lower School.

BLACKBURN, ST EDMUND'S ARROWSMITH RC HIGH
Lancaster Road, Blackburn (950 mixed)
September 1, 1980, or as early as possible:
SCALE 1 SCIENCE (PHYSICS AND CHEMISTRY)
With some Religious Education if possible.

HABLINGDEN HIGH
Broadway, Hablingden, Rossendale (Roll 1,380)
SCALE 1 CRAFT (TECHNICAL DRAWING/WOODWORK/METALWORK)

MISCELLANEOUS

INSTRUMENTAL MUSIC TEACHING SERVICE
(Brass, Stringed and Woodwind Instruments)

SCALE 4 HEAD OF REGIONAL MUSIC SCHOOL
Region 6 (Burnley, Pendle and Rossendale areas)
Please state principal instrument(s).

SCALE 3 REGIONAL MUSIC SCHOOL
Region 1 (Lancaster and Garstang areas)
Please state principal instrument(s).
Forms/further details for both posts from Chief Education Officer, PO Box 61, County Hall, Preston PR1 3BJ (Reference 8AM).

SECONDARY

English

continued

NORTH TYNESIDE

EDUCATION COMMITTEE

HIGH SCHOOL

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EDUCATION COMMITTEE

Comprehensive intake from a defined catchment area from 1978 and 1979. The school has a reputation for its high standards of achievement in the examination results.

Apply by letter to the Headmaster as soon as possible, giving full details of the candidate's previous work and the names of two referees.

Previous details on receipt of S.A.E.

Previous details on receipt of S.A.E.

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SECONDARY

Geography

continued

WOLVERHAMPTON

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DORSET
POOLE GRAMMAR SCHOOL
 Gravel Hill, Poole BH17 7JU
 01204 866611, 1234 1234 1234 1234

required for September, 1980, of January, 1981. READ of Education will be responsible for the recruitment of applicants for all aspects of the program including the following: advertisement, interviews, selection, and placement with approval and input from the READ staff. The full information and forms of application are available from the Headmaster on request of S.A.E.

NORTH TYNESIDE
(Metropolitan Borough of)

EDUCATION COMMITTEE
Applications for the following are invited:
HIGH SCHOOL appointment as a substitute teacher of S.A.E. from the first teacher to whom they should be returned as soon as possible.

WILLINGTON HIGH SCHOOL
100, Victoria Street, Wallsend,
NE28 7YN

Headteacher: Mr. D. A. Renauld.

Monitored for January 1981: 1
Monitored for September 1981: 1
This is a Comprehensive School.
Opportunity for an enthusiastic

[illegible]

DONCASTER
 Campmount School
 Flycote Road, Norton
 Doncaster, S81 1BB

[illegible]scale 1
 vited from tultabht au

**Chemistry
Sociology**

be permanent to the M
Service. Successful ap
ated to one of the po
City's schools.

able from the Chief
(JT) to whom they
7th July, 1980.

RY SCHOOLS

16 SCHOOLS

1) Marlborough Road, Marske-
Tele Radcar 402832)
or earlier it possible, a teacher
O.C.B.E. and O level. Purpose
ment with much scope for
is visited by instrumental teacher

2) Church Lane, Eton, Cleveland
4539008).
or earlier it possible, a teacher to
B.E. and O level though with
also making. Purpose-built and
school is visited by instrument

(Tel: Middlesbrough 317284)
 G, a teacher for BOYS' PHYSIC

ECTS
0021 Burns Road, Yeaville 'E
ange 85101)
a teacher for GENERAL SUBJECT
to some work with slow learn
July, 1960.

ECTS
Church Lane, Fenton, Cleveland
a teacher for GENERAL SUBJECT
to some work with slow learn

GLISH
Marlborough Road, Harrogate (ac
42352)
Temporary teacher (Scale 1) I
1958.

19 SCHOOL

ASTRY
St. Marys Lane, Harrogate, City
1959, a teacher for BIOLOG

FROM COLLEGE


COMPUTER STUDIES
11 2955 Meritt House Avenue, N
(Full. Telephone 951443)
or earlier if possible, a teacher
to conduct and to teach inde
or interest in developing w
the short period experience is well
details are obtainable from
address above.

and letters of application should be sent to the Teacher/Principal at the following address:

Belton Metropolitan

Education Officer (82/JT) to whom they should be returned by 7th July, 1980.

Completed application forms and letters of application should be sent direct to the Head Teacher/Principal at the school above by not later than Friday, 11th July 1985.

 **DYFED** **EDUCATION**
County Council **COMMITTEE**

(1) **YSGOL UWCHRADD ABERGWAM**
(Grwp 11, 89 o ddysgbylion)

Yn hysbys ar yfyr Mudi Iaf, 1989,
Aifred Atkinson, yn ddiwedd ym 1989, Caisladdau dau
hysbys i'r doedariadur iaf yn yr Ysgol, Caisladdau dau
hysbys, yn cynnwys cerbydau vitau os enwos a chofreidau dau
garnwr, i'r prifwchr yn yr ysgol yn gyntaf os yn hysbys.

(3) THE GREENHILL SCHOOL, HEYWOOD LANE
TENBY
(1,250 mixed)

Recruited for January 1981, a teacher for Commercial Subjects and Computer Applications. The job is full time with a share in the teaching of Typing, Office Practice, Accounts and Commercial Mathematics. The Scale of pay is available for a suitably qualified and experienced teacher.

Applicants are requested to forward names and addresses of two referees. Application forms and further details are available without charge from the Headmaster at the School on receipt of a A.S. to which they should be returned as soon as possible.

NI CHANIEATER CANFASO
CANVAINGING QUITTER FOR
W J. PHILLIPS, Director of Education, Education Department,
Pitkethly, Garmisthen, Dyfed.

**City of
Manchester** EDUCATION COMMITTEE

Teachers of Science
are required at the following schools from
1 September 1980:
BROOKWAY HIGH SCHOOL,
Moor Road, Manchester M23 8BP 061-855 3961
PHYSICS—SCALE 1
CENTRAL HIGH SCHOOL FOR GIRLS,
Whitworth Street, Manchester M1 3HB 061-236 3416
PHYSICS—SCALE 2

CROFTON HIGH SCHOOL
Croftland Road, Manchester M21 2XP 061-881 1278
SCIENCE/MATHEMATICS—SCALE 1

DUCHIE HIGH SCHOOL
Lloyd Street North, Manchester M14 4BA 061-226 3543
SCIENCE—SCALE 1

LYVENHULME HIGH SCHOOL
Cobbold Road, Lyvenhulme, Macclesfield M13 1ES 061-224 4400
SCIENCE—SCALE 1

MOXTON PARK HIGH SCHOOL

Northampton Road, Manchester M10 3BP 061-205 1132
PHYSICS - SCALE 3
NICHOLLS' ARDWOOD HIGH SCHOOL
 Hyde Road, Manchester M12 4AE 061-273 2793
PHYSICS - SCALE 3
PARRS WOOD HIGH SCHOOL
 Wilmslow Road, Manchester M20 0PG 061-445 3340
BIOLOGY - SCALE 1

Simonsaway, Manchester M22 7RH 061-637 2725
PHYSICS—SCALE 1/2
WHALLEY RANGE HIGH SCHOOL,
Wilbraham Road, Manchester M16 6GW 061-881 9727
GENERAL SCIENCE—SCALE 1
WILBRAHAM HIGH SCHOOL,
Neil Lane, Manchester M21 2SL 061-881 4778
PHYSICS—SCALE 1/2
WRIGHT ROBINSON HIGH SCHOOL

Abbey Hey Lane, Manchester M18 8HL
PHYSICS—SCALE 1 061-370 5121

CARDINAL NEWMAN R.O. HIGH SCHOOL FOR
GIRLS
Firbank Road, Manchester M23 5YB 061-437 3067

BIOLOGY/SCIENCE—SCALE 1

LÓRETO SIXTH FORM COLLEGE
Upper Moss Lane, Manchester M15 5PB
CHEMISTRY—SCALE 1 061-226 5156

ST. THOMAS AQUINAS R.C. HIGH SCHOOL,
Lynn Lane, Manchester M21 2SW 061-881 9440
SCIENCE—SCALE 1
BIOLOGY—SCALE 1
THE HOLMES R.C. HIGH SCHOOL,
Horsley Road, Manchester M20 9PX 061-445 9888
SCIENCE—SCALE 4
PHYSICS—SCALE 1
CHEMISTRY—SCALE 1
XAVIERIAN SIXTH FORM COLLEGE,
Lower Park Road, Manchester M14 5BB

CHEMISTRY/BIOLOGY—SCALE 1 061-224 1781
PLANT HILL HIGH SCHOOL,
 Plant Hill Road, Manchester M9 2WP 061-740 1831
SCIENCE/MATHEMATICS—SCALE 1
ST. MARK'S R.C. HIGH SCHOOL,
 School Lane, Manchester M20 0JP 061-445 8053
SCIENCE/MATHEMATICS—SCALE 1

For further particulars of these and other

Persons please write or telephone as soon as possible to the headmaster of the school concerned or telephone Mr. K. Johnson, 061-226 2161 extensions 7269/7208.

100

City of Coventry

Requires September, unless otherwise stated, Assistant Teachers for—

BINLEY PARK MIXED COMPREHENSIVE SCHOOL, Brandon Road CV3 2AT (1020 on roll)

S.M.P. MATHEMATICS, including 'A' level work, Scale 1.

ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE, Princethorpe Way CV3 2QD (Social Priority School) (1270 on roll)

(1) COMMUNITY TUTOR, Scale 1, plus S.P.S. allowance.

The successful candidate will be member of college community team. He/She will be expected to encourage the growth of community groups and develop further a varied programme of existing community projects in a disadvantaged area. There will be a half teaching commitment to the school in the successful applicant's chosen subject which preferably will be in History or Social Sciences.

(2) Required September or as soon as possible, ENGLISH, Scale 1 or 2, for a suitably experienced candidate. Responsibilities include management of school bookshop. Candidates should be able to teach throughout school to 'A' level.

SIDNEY STRINGER SCHOOL AND COMMUNITY COLLEGE, Cox Street CV1 5NL (Social Priority School) (1250 on roll)

MATHEMATICS, Scale 1. Temporary appointment for one year.

TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL, Nutbrook Avenue CV4 9PW (1610 on roll)

(1) CHEMISTRY, Scale 1. Temporary appointment to cover maternity leave.

(2) BIOLOGY, Scale 1. Temporary appointment to cover maternity leave.

(3) MATHEMATICS, Scale 1. Temporary appointment to cover maternity leave.

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL, Abbey Road CV3 4BD (1620 on roll)

(1) SCIENCE, Scale 1. Excellent facilities.

(2) MATHEMATICS (Scale 1) to share teaching at all levels throughout school. Interest in computing would be an advantage. Sixth form work available for suitably qualified candidate.

THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL, Broad Lane CV5 7FF (1610 on roll)

TEACHER OF MATHEMATICS (Scale 1 or 2) and 'A' level if possible. Successful candidate will be considered for Second-in-Charge of department.

WOODWAY PARK SCHOOL AND COMMUNITY COLLEGE, Woodway Lane CV2 2AF (Social Priority School) (1120 on roll)

TEACHER/COMMUNITY WORKER, Scale 1 or 2 Salary temporary appointment for one year initially. Teacher to assist with development of Youth work on site. Flexible hours and a small teaching commitment. Goals 2 available for suitable applicant who undertakes additional school responsibility relating to Film Year.

CARDINAL NEWMAN R.C. MIXED COMPREHENSIVE SCHOOL, Sandpits Lane, CV6 2FR (1380 on roll)

(1) Permanent positions from September 1980, are available at the school for those who can offer combinations of subjects from following—

HOME ECONOMICS, Scale 1 (0.0 timetable), confidence in both Food and Needlework important.

MATHEMATICS, Scale 1, multiple posts available in this department and successful candidates should be capable of examination work.

PHYSICAL EDUCATION, Scale 1 (0.7 timetable). An all-round teacher of Physical Education is sought, but keen interest in Rugby is important.

LIBRARIAN/ENGLISH, Scale 2 post available for this work. Library and English work will occupy 0.7 of timetable.

(2) Temporary positions to cover maternity leave will be required from September 1980—

(a) for LANGUAGE SPECIALIST (Scale 1), offering two languages from French, Spanish and German. (Scale 1) with joint interests in Food and Clothing, (c) with effect from early Autumn—REMEDIAL (Scale 1) (0.5 timetable).

Applications from teachers with experience and details of what subsidiary posts are available should be indicated as there is some degree of flexibility in school timetable. Part-time appointments considered.

(3) Teacher in HOME ECONOMICS, Scale 1 (Permanent post). Teaching in Nutritional Studies a great advantage.

Apply to the Clerk to the Governors, c/o the School. Newly qualified teachers are invited to apply for appointment on Scale 1 Salary.

Caringness/disabilities. Closing date 10 days after appearance of advertisement.

Apply by letter giving full details (Age, qualifications, experience) and names and addresses of two referees to the Head Teacher of the school concerned unless otherwise stated.

B. S. JENNINGS, Head Teacher, City of Coventry Education Department, 100 Broad Street, Coventry CV1 3JF.

SCOTTISH APPOINTMENTS

Adult Education

STRATHCLYDE REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

COMMUNITY EDUCATION

STAFFORDSHIRE

EDUCATION COMMITTEE

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Central Regional Council

EDUCATION DEPARTMENT

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland for the following posts:

MATHEMATICS

Balfour High School (2 posts) (telephone Balfour 480)

Bannockburn High School (telephone Bannockburn 813519)

Bonness Academy (telephone Bonness 2260)

Camelon High School, Falkirk (telephone Falkirk 21719)

Glasgow High School, Falkirk (telephone Falkirk 22578)

Larbert High School (telephone Larbert 4233)

St. Modan's High School, Stirling (telephone Stirling 70882)

St. Mungo's High School, Falkirk (telephone Falkirk 28416)

CHEMISTRY

Camelon High School, Falkirk (telephone Falkirk 21719)

St. Modan's High School, Stirling (telephone Stirling 70882)

PHYSICS

Glasgow High School, Falkirk (telephone Falkirk 22578)

Wallace High School, Stirling (telephone Stirling 62165)

PHYSICS OR CHEMISTRY

Denny High School (telephone Denny 823124)

BUSINESS STUDIES AND ECONOMICS

Dunblane High School (telephone Dunblane 823928)

TECHNICAL EDUCATION

High School of Stirling (telephone Stirling 2451)

Woodlands High School (telephone Falkirk 28016)

MUSIC

Garneth High School, Falkirk (telephone Falkirk 22676)

FRENCH/GERMAN

Alva Academy (telephone Alva 80342)

Further details are available from the Rectors of the Schools.

TEMPORARY POSTS

Vacancies for full-time and part-time Teachers will occur during the coming Session and interested Teachers who are qualified and registered in Scotland are invited to apply to have their names included on the list of Teachers for this purpose. Teachers who have already been in the service of the Authority within the last two years need not complete an application form but should write in suitable terms.

Application forms for all the above posts are available from the Director of Education, Room 205, Viewforth, Stirling, to which they should be returned as soon as possible.

Head Teacher JORDANHILL COLLEGE SCHOOL

The Governors of Jordanhill College of Education invite applications from suitably qualified and registered teachers for the post of Head Teacher of Jordanhill College School, which will fall vacant in January 1981, on the retirement of the present Head Teacher, Mr. V. J. Branson.

Jordanhill College School is a local authority school, not an independent school, and is a member of the Board of Governors of Jordanhill College of Education and financed by that Board through its grant from the Scottish Education Department. The School is situated within the grounds of Jordanhill College, which has excellent facilities, including a large hall, a canteen, a library, a sports field, and a swimming pool. There is a teaching staff of 17 Primary and 40 Secondary Teachers with appropriate supporting staff.

The salary for this post is the same as that which would be paid in a local authority school of comparable size, and at 1st January, 1980, the responsible payment was £5,486. This is currently under review and will have increased before January 1981. Further particulars and forms of application may be obtained from the Principal, Jordanhill College of Education, Southburn Drive, Glasgow G13 1PF, to whom applications should be sent by 1st September 1980. Because of the importance of the summer holidays, this post is being advertised both in June and in August.

SECONDARY Technical Studies continued

NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

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SCOTTISH APPOINTMENTS

Applicants for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

Independent Schools

Modern Languages

DUMFRIESSHIRE

UNIVERSITY HOURS SCHOOL
Headmaster required for September 1981. The school is a day school for boys and girls, aged 11 to 18. It is a member of the Scottish Schools' Association. The post is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the school's academic and pastoral work. Applications should be sent to the Headmaster, University Hours School, Dumfries, Scotland. Closing date: 10th July 1980.

Youth and Community Service

WEST DUMFRIES

COMMUNITY INVOLVEMENT PROJECT
Applicants are invited for a part-time post in the Youth and Community Service. The post is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the project's academic and pastoral work. Applications should be sent to the Headmaster, West Dumfries, Scotland. Closing date: 10th July 1980.

Colleges of Further Education

GLASGOW

THE ROYAL SCOTTISH ACADEMY
Headmaster required for September 1981. The school is a day school for boys and girls, aged 11 to 18. It is a member of the Scottish Schools' Association. The post is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the school's academic and pastoral work. Applications should be sent to the Headmaster, The Royal Scottish Academy, Glasgow, Scotland. Closing date: 10th July 1980.

Fit The THES on Your Schedule

The Times Higher Education Supplement puts you in touch with higher education. Find out how these 12 is to reach the higher education market—call our advertisement department on 01-637 1234.

THE TIMES Higher Education Supplement

Sixth Form and Tertiary Colleges

Scale 1 Posts

LEICESTERSHIRE

RUTLAND SIXTH FORM
Headmaster required for September 1981. The school is a day school for boys and girls, aged 11 to 18. It is a member of the Scottish Schools' Association. The post is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the school's academic and pastoral work. Applications should be sent to the Headmaster, Rutland Sixth Form, Rutland, Scotland. Closing date: 10th July 1980.

RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES

LEICESTERSHIRE

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Other Posts on Scale 2 and above

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SALFORD COLLEGE OF TECHNOLOGY

Applications are invited for

PART TIME STAFF

for the following subjects:

1. General Graphics and Advertising Design
2. Three-Dimensional and Interior Design
3. Print making (Silk Screen and/or Lithography)

Applications should be made to the Head of Department of Art and Industrial Design at Frederick Road, Salford M6 6PU. Telephone: 061-736 6541.

Lancashire County Council

Unless otherwise stated, the following posts are required for September 1, 1980, or as soon as possible thereafter. Closing date: July 7, 1980.

LANCASHIRE COLLEGE

STAFF TUTOR, MODERN LANGUAGES

(Further Education Lecturer II)

This residential college offering intensive language courses requires a good honours graduate in French with German or Italian. Good honours graduates in German or Italian with French may also apply. Further details from: The Registrar, Lancashire College, Southport Road, Chorley.

NELSON AND COLNE COLLEGE

Re-Advertisement

LECTURER II, MUSIC

To teach 'A' level Music and in conjunction with the Pencil Music Centre, to develop musical activities in the local community. Further details from: The Chief Administrative Officer, Nelson & Colne College, Scotland Road, Nelson.

Norfolk County Council

Norwich City College of Further & Higher Education

The following posts are available w.e.f. 1.9.1980

Senior Lecturer in Management & Manpower Administration

Applicants must possess appropriate qualifications and experience to teach Management Subjects, to HND and HONIA Part B courses. Special knowledge of the hotel and catering industry would be an advantage.

Lecturer I in Catering Technology

To join an integrated team covering the Applied Science & Catering Technology sections of HND, OND, OGLI 106/1, 2 & 3 and 708 courses.

Lecturer I in Electronics

To specialise in the applications of microelectronics and/or digital electronics. Graduate equivalent qualification essential. Application forms and further particulars may be obtained by sending a large stamped envelope to the Chief Administrative Officer, Norwich City College of Further & Higher Education, Norwich Road, Norwich, NR2 2JL, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

London Borough of RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

LECTURER II Construction

The above post in the Construction and Civil Engineering Team will become available from September 1, 1980.

An appropriately qualified person with relevant industrial experience and preferably teaching experience, is required to teach a range of subjects involving the following: Building Accounts, Measurement, and Construction Technology.

The preferred area of training and experience is in quantity surveying and the courses involved are mainly technical courses. These comprise the T.E.C. Certificate courses in Building, Civil Engineering Studies and the H.T.C. Building Studies. Salary Scale: £4,800-£7,665 (subject to review April and September 1980) plus £408 Outer London Weighting Allowance per annum. Starting Salary according to qualification and recognised experience. Further particulars and application forms, returnable within two weeks of the date of this advertisement, may be obtained from the Assistant Principal (Academic), Richmond Upon Thames College, Egerton Road, Twickenham, TW2 7SJ (Tel. No. 01-892 6650, Ext. 47).

COLLEGES OF FURTHER EDUCATION continued

SOUTH HUMBERSIDE COLLEGE OF TECHNOLOGY

LECTURER I (90/25), BUSINESS STUDIES

Applications are invited for this post to teach office management, business organisation and method and business communication. The ability to deliver lectures and to supervise practical work would be an advantage.

Salary: Lecturer I, £5,777 to £6,498 (subject to review April and September 1980) plus £408 Outer London Weighting Allowance per annum. Starting Salary according to qualification and recognised experience.

Applications should be made to the Head of Department of Business Studies, South Humberside College of Technology, 100/102, Victoria Road, Lincoln, LN1 1JH. Closing date July 11, 1980.

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SCHOOL OF TECHNOLOGY AND DESIGN

Division of Art and Design

LECTURER II IN FASHION

Required to assist the Senior Lecturer in charge in developing the fashion and design courses and to contribute to the B.A. Art and Design programme.

The applicant should possess appropriate qualifications, preferably appropriate industrial experience and proven ability to teach fashion design and pattern cutting and a lively approach to the design and development of fashion.

The salary will be in accordance with the Establishment Scales of Salaries for Teachers in Establishments of Further Education. Lecturer Grade II, £4,801 to £7,794, plus the supplement of £1,000 per annum for the Principal Lecturer in Fashion Design.

Further details and application forms are available from the Principal Lecturer in Fashion Design, Division of Art and Design, School of Technology and Design, 100/102, Victoria Road, Lincoln, LN1 1JH. Closing date July 11, 1980.

Bradford College

ATHROFA GOGLEDD-DD CYMRU

The North E Wales Institute of higher education

SCHOOL OF MATHEMATICS, STATISTICS AND COMPUTING

KELSTERTON COLLEGE, CONNAH'S QUAY, CLWYD

PRINCIPAL LECTURER

Salary £8,258 to £9,182 (Bar) to £10,362 (award pending)

Applications are invited for the above vacancy. The successful applicant will be responsible for the administration of Staff and Courses within Kelsterton College in addition to his/her normal lecturing duties.

SCHOOL OF COMMERCE

ASTON COLLEGE, WREXHAM

LECTURER II IN MEDICAL SECRETARIAL SKILLS

Applications are invited from suitably qualified persons able to teach Typewriting and Shorthand to the standard required for the Diploma of the Association of Medical Secretaries qualification.

Salary in accordance with the Burnham Scale.

SCHOOL OF COMMERCE

KELSTERTON COLLEGE, DESIDE, CLWYD.

LECTURER I IN COMMERCIAL STUDIES

Applications are invited for a permanent Lecturer in general commercial subjects related to Secretarial, BEC courses at General and National Levels.

The successful applicant will need to lecture in Accounts, Commerce, Office Practice, Calculations and other allied subjects.

Salary in accordance with the Burnham Scale.

Full details and application forms for the above posts can be obtained from the Institute Registrar, Kelsterton College, Connaught Quay, Clwyd. Tel. 02828. Closing date for receipt of applications within 14 days of the appearance of this advertisement.

WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

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COLLEGES OF FURTHER EDUCATION continued

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Athrofa Gogledd-dd Cymru The North Wales Institute of higher education

SCHOOL OF MATHEMATICS
STATISTICS AND COMPUTING
KELSTERTON COLLEGE, CONNAR'S QUAY, CLWYD

PRINCIPAL LECTURER

Salary £2,256 to £3,162 (bar) to £10,382
(award pending)

Applications are invited for the above vacancy. The successful applicant will be responsible for the administration of Staff and Courses within Kelsterton College in addition to his/her normal lecturing duties. Further details and forms of application may be obtained from the Institute Registrar, North Wales Institute of H.E., The Coach House, Kelsterton Road, Flint, Clwyd. Tel: Deasidde 818235 to be returned within 14 days of the appearance of this advertisement.

WESTHILL COLLEGE

SELY OAK, BIRMINGHAM B29 6LL

Principal: Alan G. Bamford, J.P., M.Ed., F.R.S.A.

Applications are invited for the following posts, to take effect from 1st January, 1981.

(1) LECTURER II/SENIOR LECTURER IN EDUCATION

(Special Education). The successful candidate will be a member of a team of five who have responsibility for the initial training courses (i.e. Main Subject Course in Mental Subnormality in B.Ed.), a full-time advanced Diploma course for qualified teachers and in-service courses, including a part-time B.Ed. course and a part-time Diploma course. Candidates should have good academic qualifications in the appropriate field of special education or psychology, experience of severely mentally handicapped children and, possibly, some experience of Drama. Salary will be according to Lecturer II/Senior Lecturer grade of the Birmingham F.E. scales.

(2) LECTURER/SENIOR LECTURER IN CURRICULUM AND TEACHING STUDIES

(Half-time). D.Ed. initial and in-service courses to Ordinary and Honours level with particular contributions in the development of Primary Science. Details of the posts and form of application should be obtained from the Principal to whom application should be submitted as soon as possible. Closing date for receipt of applications: 4th July, 1980.

Youth and Community Service

AVON COUNTY

Experienced YOUTH WORKER required for the Avon Youth Centre, 11, Park Hill, Bristol, to work in a varied and challenging role.

Salary: £2,079 to £2,701, J.N.C. 11-15, 20-25, 25-30, 30-35, 35-40, 40-45, 45-50, 50-55, 55-60, 60-65, 65-70, 70-75, 75-80, 80-85, 85-90, 90-95, 95-100, 100-105, 105-110, 110-115, 115-120, 120-125, 125-130, 130-135, 135-140, 140-145, 145-150, 150-155, 155-160, 160-165, 165-170, 170-175, 175-180, 180-185, 185-190, 190-195, 195-200, 200-205, 205-210, 210-215, 215-220, 220-225, 225-230, 230-235, 235-240, 240-245, 245-250, 250-255, 255-260, 260-265, 265-270, 270-275, 275-280, 280-285, 285-290, 290-295, 295-300, 300-305, 305-310, 310-315, 315-320, 320-325, 325-330, 330-335, 335-340, 340-345, 345-350, 350-355, 355-360, 360-365, 365-370, 370-375, 375-380, 380-385, 385-390, 390-395, 395-400, 400-405, 405-410, 410-415, 415-420, 420-425, 425-430, 430-435, 435-440, 440-445, 445-450, 450-455, 455-460, 460-465, 465-470, 470-475, 475-480, 480-485, 485-490, 490-495, 495-500, 500-505, 505-510, 510-515, 515-520, 520-525, 525-530, 530-535, 535-540, 540-545, 545-550, 550-555, 555-560, 560-565, 565-570, 570-575, 575-580, 580-585, 585-590, 590-595, 595-600, 600-605, 605-610, 610-615, 615-620, 620-625, 625-630, 630-635, 635-640, 640-645, 645-650, 650-655, 655-660, 660-665, 665-670, 670-675, 675-680, 680-685, 685-690, 690-695, 695-700, 700-705, 705-710, 710-715, 715-720, 720-725, 725-730, 730-735, 735-740, 740-745, 745-750, 750-755, 755-760, 760-765, 765-770, 770-775, 775-780, 780-785, 785-790, 790-795, 795-800, 800-805, 805-810, 810-815, 815-820, 820-825, 825-830, 830-835, 835-840, 840-845, 845-850, 850-855, 855-860, 860-865, 865-870, 870-875, 875-880, 880-885, 885-890, 890-895, 895-900, 900-905, 905-910, 910-915, 915-920, 920-925, 925-930, 930-935, 935-940, 940-945, 945-950, 950-955, 955-960, 960-965, 965-970, 970-975, 975-980, 980-985, 985-990, 990-995, 995-1000, 1000-1005, 1005-1010, 1010-1015, 1015-1020, 1020-1025, 1025-1030, 1030-1035, 1035-1040, 1040-1045, 1045-1050, 1050-1055, 1055-1060, 1060-1065, 1065-1070, 1070-1075, 1075-1080, 1080-1085, 1085-1090, 1090-1095, 1095-1100, 1100-1105, 1105-1110, 1110-1115, 1115-1120, 1120-1125, 1125-1130, 1130-1135, 1135-1140, 1140-1145, 1145-1150, 1150-1155, 1155-1160, 1160-1165, 1165-1170, 1170-1175, 1175-1180, 1180-1185, 1185-1190, 1190-1195, 1195-1200, 1200-1205, 1205-1210, 1210-1215, 1215-1220, 1220-1225, 1225-1230, 1230-1235, 1235-1240, 1240-1245, 1245-1250, 1250-1255, 1255-1260, 1260-1265, 1265-1270, 1270-1275, 1275-1280, 1280-1285, 1285-1290, 1290-1295, 1295-1300, 1300-1305, 1305-1310, 1310-1315, 1315-1320, 1320-1325, 1325-1330, 1330-1335, 1335-1340, 1340-1345, 1345-1350, 1350-1355, 1355-1360, 1360-1365, 1365-1370, 1370-1375, 1375-1380, 1380-1385, 1385-1390, 1390-1395, 1395-1400, 1400-1405, 1405-1410, 1410-1415, 1415-1420, 1420-1425, 1425-1430, 1430-1435, 1435-1440, 1440-1445, 1445-1450, 1450-1455, 1455-1460, 1460-1465, 1465-1470, 1470-1475, 1475-1480, 1480-1485, 1485-1490, 1490-1495, 1495-1500, 1500-1505, 1505-1510, 1510-1515, 1515-1520, 1520-1525, 1525-1530, 1530-1535, 1535-1540, 1540-1545, 1545-1550, 1550-1555, 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2010-2015, 2015-2020, 2020-2025, 2025-2030, 2030-2035, 2035-2040, 2040-2045, 2045-2050, 2050-2055, 2055-2060, 2060-2065, 2065-2070, 2070-2075, 2075-2080, 2080-2085, 2085-2090, 2090-2095, 2095-2100, 2100-2105, 2105-2110, 2110-2115, 2115-2120, 2120-2125, 2125-2130, 2130-2135, 2135-2140, 2140-2145, 2145-2150, 2150-2155, 2155-2160, 2160-2165, 2165-2170, 2170-2175, 2175-2180, 2180-2185, 2185-2190, 2190-2195, 2195-2200, 2200-2205, 2205-2210, 2210-2215, 2215-2220, 2220-2225, 2225-2230, 2230-2235, 2235-2240, 2240-2245, 2245-2250, 2250-2255, 2255-2260, 2260-2265, 2265-2270, 2270-2275, 2275-2280, 2280-2285, 2285-2290, 2290-2295, 2295-2300, 2300-2305, 2305-2310, 2310-2315, 2315-2320, 2320-2325, 2325-2330, 2330-2335, 2335-2340, 2340-2345, 2345-2350, 2350-2355, 2355-2360, 2360-2365, 2365-2370, 2370-2375, 2375-2380, 2380-2385, 2385-2390, 2390-2395, 2395-2400, 2400-2405, 2405-2410, 2410-2415, 2415-2420, 2420-2425, 2425-2430, 2430-2435, 2435-2440, 2440-2445, 2445-2450, 2450-2455, 2455-2460, 2460-2465, 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5195-5200, 5200-5205, 5205-5210, 5210-5215, 5215-5220, 5220-5225, 5225-5230, 5230-5235, 5235-5240, 5240-5245, 5245-5250, 5250-5255, 5255-5260, 5260-5265,

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General continued

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WIMBORNE AREA
2 ASSISTANT MANAGERS (M.A.)
responsible for the day-to-day
management of the centre.
An interest and an experience in
Business Administration would
be an advantage.
Details and application from
10.00 to 12.00 noon, 27.6.80.
Tel. No. 01-222 8173 ext. 320.

Child Care

GLOUCESTER

NEW BARNES

A THERAPEUTIC COMMUNITY for
children and young people
from 10 to 17, where the
children and young people
are encouraged to develop
their own potential and
abilities. The community
is made up of a mix of
children and young people
and adults. The children
and young people are
encouraged to take part
in the running of the
community. The community
is a safe and secure
environment where the
children and young people
can develop their own
potential and abilities.

County of Cleveland SECONDARY SCHOOLS APPOINTMENT OF PERIPATETIC TEACHER

Unattached TEACHER, SCALE 3, to work in Secondary
Schools with under-achieving and poorly adjusted pupils.
This post is supplementary to the provision normally made
in Secondary Schools for such pupils and has been in-
cluded under the Urban Aid Programme to alleviate the
difficulties presented by some pupils in certain Secondary
Schools.

Financial assistance with household removal expenses is
available in approved cases.

Application forms and further details are obtainable from
the County Education Officer, Education Offices, Wood-
lands Road, Middlesbrough, Cleveland TS1 3BN, to whom
completed application forms should be returned by Friday,
July 11, 1980.

WORTHING BOROUGH COUNCIL SPORTS OFFICER

WORTHING SPORTS CENTRE

Sally Bate, Miscellaneous 3/7, 24,614 to 25,038
includes 18 per cent allowance for working unsocial hours.
This new post offers the ideal opportunity to enter
into a career in Recreational Management. Duties include
acting as Duty Officer, coaching various activities, the
maintenance of sports equipment and assisting with
supervisory duties.
Applicants must have experience in a Sports Centre or
related field, proven ability to coach various sports,
and be prepared to assist in the running of this popular
Centre at all levels.
Forty-hour week on shift basis, covering evenings and
weekends.
Removal, resettlement, lodging and travelling allow-
ances (just reviewed) available in appropriate cases.
Twenty-one days' annual leave.
Application forms and further details obtainable from
Amenities Department, Town Hall, Worthing; telephone
(0903) 204225, extension 12, or from the Manager, Worthing
Sports Centre, 'Shakespeare Avenue', Worthing; tele-
phone (0903) 802237.
Applications to be returned to Borough Amenities Officer,
Town Hall, Worthing, Sussex BN11 1HQ, marked "confi-
dential", by July 9, 1980.

ACTIVITY HOLIDAY MANAGER

JULY 5 - SEPTEMBER 1

A challenging position for an outdoor pursuits enthusiast
looking for a management post with a well established
holiday company.
We are looking for someone to run a centre in the Wyre
Valley providing outdoor adventure holidays for 150
to 200 children per week, with responsibility
for approximately 50 instructional, domestic and welfare
staff.
You are likely to be aged 25 to 35 years, male or
female, with a background of managerial responsibility in
a residential setting. The ability to work with a team
of young staff is clearly essential as is a commitment to
the concept of learning through outdoor pursuits. Ideally,
you will be a qualified coaching instructor and have some
knowledge of air rifle shooting, skiing and other outdoor
pursuits.
The position is vacant from July 5 to September 1, with
excellent prospects. Full board and furnished flat are
available on centre as part of the salary package.
Apply to Jane Brimble, PGL Young Adventure Ltd., 876
Stanton Street, Ross-on-Wye, Herefordshire. Telephone:
0989 4211.

Miscellaneous

STATES OF GUERNSEY

UNION COUNCIL SERVICE

CITY AND LAST LONDON

TEACHING

TOWER HAMLETS HEALTH

HEALTH SERVICE

BENEFIT CLAIMANT

APPLICANTS ARE INVITED

TO APPLY FOR A POST

AS A TEACHER OF

PHYSICAL EDUCATION

IN A SECONDARY SCHOOL

IN THE DISTRICT OF

TOWER HAMLETS

HEALTH SERVICE

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We are well known for our innovative
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teaching of biology. We have a
strong reputation for the quality of
our courses and the enthusiasm of
our students. We are now looking
for a new member to our team.
The successful candidate will be
responsible for the development and
teaching of biology in a secondary
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Applications should be sent to
Philip Harris Biological Ltd.,
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WALSALL

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TEACHING

IN SECONDARY SCHOOLS

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Outdoor Education

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Two Honorary Graduates with
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experienced teachers and
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challenge. The successful
candidate will be responsible
for the development and
teaching of education in a
secondary school. The post
is full-time and the salary
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Applications should be sent
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Tel. 01-612 2111.

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